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ABSTRACT

This report is a comprehensive state plan for the development of technical community college education and training in Nebraska. Part I describes the process by which this plan was developed, identifies the ten educational goals of the Technical Community College System, and indicates the present status of goal achievement and the priorities for future objective accomplishment. The ten goals involve: (1) availability of educational services; (2) types of educational services; (3) student needs; (4) program quality; (5) administrative structures; (6) program innovation; (7) budgeting and fiscal management; (8) facilities; (9) professional growth; and (10) student services. Part II displays the information gathered and the conclusions reached; the intent, major objectives, priority objectives, and suggested implementation activities of each goal are presented in list form. Appendices include a list of goal statements, a flow chart showing methods of plan development and future modification, a statement of the assignments of each group involved in the development of the goals, a list of steering committee members, initial task force assignments, additional goals suggested by task force members, possible questions for reviewing the plan, and a list of all who participated in plan development. (DC)

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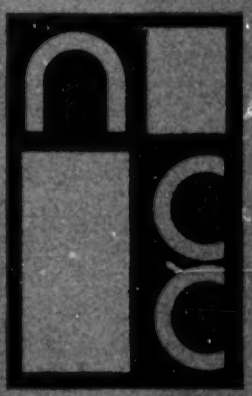
a basis for future planning

JC 750 269

nebraska technical
community colleges

State Plan for Nebraska Technical Community Colleges

Part One



March, 1975

nebraska technical community colleges

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March, 1975

The following document, A Basis for Future Planning, is provided for your review and reaction. Within this plan that will affect the total state-wide system is Part I, an overview section describing the goals in terms of specific objectives and suggested modes of implementation. This total package represents a beginning point for future planning and coordination. Your response will help determine the processes and format in our continuous state planning effort.

Many persons who work with Nebraska Technical Community Colleges both in a staff and lay capacity have participated in the development of this document. These participants are to be commended and offered our gratitude for their quality contributions.

Richard Bringelson, a member of the staff of the Nebraska State Board of Technical Community Colleges served as coordinator of the project.

The Nebraska Technical Community Colleges look forward to continued service to the people of Nebraska. If you have questions or comments on this plan, please contact us.

Mr. Arlo Wirth, Chairman
State Board of Technical
Community Colleges

Dr. Robert C. Schleiger
Executive Director

This document is designed to:

a. give the reader a brief overview of the state goals (contained in the Abstract);

b. present the process by which the state goals were developed (contained in Chapter One);

c. present the state goals with some of the objectives which will lead to the accomplishment of those goals (Chapters Two through Eleven); and

d. present the draft document indicating the present status of goal development, objective development, activity development, and the priority for future objective accomplishment (contained in the sections following Chapter Eleven).

It should be emphasized that this plan reflects present thinking and should be read as a basis for continuing dialogue and planning.

ABSTRACT

Chapter One of this document describes the process through which the comprehensive state plan was developed. Chapters Two through Eleven state the Technical Community College System's goals and, to a limited extent describe the status as well as future activities being or to be conducted to accomplish those goals.

Chapter Two deals with the availability of educational services to Nebraskans as a result of the Technical Community College System. The goal of making these services available to 90 per cent of the Nebraska population is described, progress to date is documented, and future plans are begun.

Chapter Three deals with the scope of services offered by the Technical Community College System, summarizes program offerings and discusses the relationship of the community colleges to other educational systems in Nebraska.

Chapter Four deals with the System's "Open Door Policy"; that policy is explained and the requirements to put that policy into full impelmentation are described.

Chapter Five concerns itself with the standards which must be established and maintained throughout the Technical Community College System and documents the progress being made in achieving accreditation from the North Central Accreditation Association.

Chapter Six deals with the governance and administration of the Technical Community College System and is presented as a status report as well as a point of departure for future dialogues concerning this important topic.

Chapter Seven discusses the many innovations being implemented throughout the Nebraska Technical Community College System and voices the policy concerning the validation of innovations prior to widespread implementation. Specific instances of program innovation are mentioned, and a plan for sensible adoption of innovations is suggested.

Chapter Eight discusses participation in varied programs offered by the Technical Community Colleges throughout the state of Nebraska and suggests that participation is a valid method of judging budget expenditures.

Chapter Nine gives an overview of the facilities of the Community College Areas throughout the state. An approximation of future needs of the institutions and areas is given. This chapter is clearly only an overview, and further work is required before a comprehensive status report is completed.

Chapter Ten deals with the importance of maintaining a high quality staff throughout the state-wide system. Some attention is paid to the idea of in-service training as well as to staff benefits which should lower the turn-over rate of instructional staff.

Chapter Eleven deals with student services available and proposed, the impact of cost on student attendance and presents some of the essentials required for preparing well-rounded individuals who can take productive positions in Nebraska.

Of interest to those who wish to delve deeper into the objectives which have been formulated to bring about the accomplishment of the Technical Community College System goals is the section following Chapter Eleven. Here the reader will find an outline which is the final document of the process described in Chapter One.

While this document encompases a great deal of information, it also makes obvious just how big a job is before the Technical Community College System of Nebraska before the state can claim a comprehensive, total, and complete Technical Community College System.

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CHAPTER ONE

Introduction

The State Board of Technical Community Colleges, in 1973, was charged to "Prepare a comprehensive plan for the development of technical community college education and training in the state."[1] In 1974, to facilitate such a plan, the State Board was charged to "Establish a state-wide procedure for developing institutional goals, plans of action, resource requirements, and standards for measurement."[2] This document is the comprehensive state plan which has developed from a state-wide procedure for developing institutional goals.

A State Level Steering Committee [3] was appointed by the State Board of Technical Community Colleges to review the development process, monitor, and critique[4] the planning activities. The questions raised by this committee were then considered by the task force committees as they developed objectives which would lead to the accomplishment of each goal.

The development procedure which was followed in arriving at the state goals for the Technical Community College System is a process which involves the total community college system of Nebraska. The State Board, after studying the legislation establishing the Board, identified nine goals which appeared to include all aspects of the enabling legislation.

After examining the possible approaches which might be used in the development of this comprehensive state plan, the State Board made the decision to use a "grass roots", broad base participation approach to receive as much and varied information from all levels of the system as possible. One of the many problems of using such an approach has been the geographic expanse of Nebraska. However, in spite of the extra time and expense incurred because of the geographic problem, the State Board felt that having state-wide representation on a task force for each goal was extremely important. The problems were faced squarely and overcome.

After the nine goals were identified, each goal was assigned to a separate task force composed of students, community or board members, instructional staff, and administrators. Each state-wide task force then studied their assigned goal and suggested objectives which could lead to the accomplishment of that goal.

Once the area task force committees had completed their review and writing, an Edit Committee reviewed and edited the draft for clarity and intent. The Edit Committee was composed of selected Technical Community College System staff members who are recognized for their writing ability and their understanding of the community college concept.[5]

The draft of the nine goals and objectives which resulted from the Edit Committee's work was submitted to the six Technical Community College Areas for review and comment. With their review, each Area was given the opportunity to propose modifications and requested to rate and indicate how soon each objective should be accomplished. The area task forces were also asked to classify each objective according to the level of governance which should be responsible for accomplishment of that objective. The levels of governance were: CAMPUS, AREA and STATE.

The modifications, ratings, and comments were then sent to the nine state-wide task force groups to be studied and incorporated the Comprehensive State Plan. It was during this review that the tenth goal, dealing with student services, was added to the nine previous goals, Student Personnel Services staff from the Technical Community College Areas held a state-wide meeting and consolidated student service objectives which appeared in the original nine goals, added other objectives, and support activities which would lead to the providing of comprehensive student services.

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[1] LB 759, 1971 Legislature-Nebraska Statutes 79-2600.

[2] LB 1057, 3(7).

[3] Appendix D.

[4] Comments available in State Board of Technical Community Colleges offices.

[5] Appendix H.

This document presents the goals resulting from the above process. Chapters Two through Eleven present those goals. Following the goal statement, a narrative indicates the background for each goal, the objectives which will lead to the accomplishment of that goal, and some of the research questions which must be answered prior to the accomplishment of that goal.

Following Chapter Eleven, the most recent draft document which identifies the origin of each goal, each objective, and each activity is presented in an outline form. Each objective is rated according to the urgency of accomplishment.

CHAPTER TWO

Goal 1

To Make Educational Services Available to Nebraskans

The principle reason for establishing and maintaining a community college system is to provide educational services for the citizens of the state supporting that system. In this chapter the relationship between the Nebraska Technical Community College System and other educational systems within the state will be explored as will the types of services offered, the population served, and a beginning assessment of how the Nebraska Technical Community College System is accomplishing this goal.

Nebraska's technical community colleges occupy three positions in the overall educational program within the state. The first position the community colleges occupy is one of an associate degree-granting institution. Many technical jobs do not require university degrees, but rather an associate degree or less from a technical community college. This position is a major function of technical schools and community colleges.

The second position in the overall education system which is occupied by the community colleges is that of an institution offering education experiences and services for those who desire education which is generally unrelated to degree oriented educational programs. This role of offering non-credit education is one which has developed over the past twenty years and has brought the community colleges a great deal of support from the populace.

The third position is that of an in-between system; between the high school and the baccalaureate granting institution. This allows for career ladder movement of the community college graduate who desires more education so he can progress in his career. Courses offered by the community college for credit during the first two years are accepted by the four-year institutions.

While occupying these three positions, the Nebraska Technical Community College System serves three specific types of clientele. One type of client is the high school graduate who desires specific job preparation which does not require a four-year degree. These jobs are generally in the technical area and the preparation required is specifically job related. This type of education is not, by statute, the responsibility of the public schools, the state college system nor the university system. Such education is the traditional role of technical community colleges, and Nebraska, recognizing this need, is presently working to fulfill these requirements.

The second type of client served by the technical community colleges is the person who desires continuing education but, for varied reasons, is unable to leave home to attend a four-year college or university. The Nebraska Technical Community College System provides some initial liberal arts and professional programs which can be transferred to another higher education institution. Another example of this type of client is one who enters into a career ladder program where his technical education can be applied toward a professional degree later.

The third type of client is the person who is interested in acquiring a specific skill but is unable to relocate or commute long distances to acquire that skill. Such a person may need to obtain a new skill because of the changing requirements of his present position or he may be preparing for an advancement. These three types of clients have given the community colleges throughout the nation the title "the working man's college." This is a title to be proud of--everyone can not be, nor does everyone want to be--a full-time student when he has a need for further education.

Nationally, and locally, these three types of clients comprise a large percentage of the population. The need to serve such clients is widespread and the need is not being met by the public school system nor the state university system. The need is a real and legitimate need; the Technical Community College System proudly accepts the responsibility of being Nebraska's working man's college system.

As the title implies, the technical community college serves the community in which it is located. Naturally, this gives rise to many questions. The following narrative will speak to three of these questions: how much territory does a state-wide system cover, what percentage of the population should the system serve, and how can one tell whether the system is doing the job it is designed to do?

The Technical Community College System's first goal is to make it's educational services available to 90 percent of the Nebraska population. "Availability" is very much a geographic term, and the measurement of availability is relatively simple. In performing such a measurement, all that must be done is the formulation of what comprises availability and then measure to discover whether the system's services are within that "availability" range of 90 percent of Nebraska's population. This formula becomes difficult to implement for two reasons: first, "availability" has not been geographically defined; second, the services of the system are of such a diverse nature that "educational services" is too vague a term for use in this instance.

Due, in great part, to the rising fuel costs and inflation generally, the definition of "availability" is changing in the minds of the Community College System's clients. The State Board is presently seeking to arrive at a definition of geographic availability by asking Nebraskans how far they are willing to commute to obtain education in an area of particular interest to them. When state-wide information about this question is complete, measurement of how well the system is doing in achieving their goal of making educational services available to 90 percent of Nebraska's population will be possible.

In discussing the educational services provided by Nebraska's technical community colleges, the methods of providing services, and the specific services provided will be considered. There are three methods used by the system to provide these services: the first is the Campus approach, the second is the Attendance Center approach, and the third is the Satellite Campus approach.

Each of these methods addresses a specific purpose. The Campus approach is principally focused upon those people who wish to obtain full-time instruction in a specified learning area. This is the traditional method used in post-secondary education, and involves physical facilities such as residence halls, classroom buildings, and resident faculities. The Attendance Center approach, although not a completely new concept, is a more recent development. The primary focus of this approach is the delivery of specific instruction to a specific population. Through the Attendance Center method, the Community College System is able to offer virtually any kind of education in virtually any community. Any time that sufficient interest is shown in a community to warrant the offering of a particular educational service, the system is able to offer that service in local facilities. Local high schools are often used as Attendance Centers; the community college and the school district cooperate to bring the services to the community.

The Satellite Campus differs from both the Campus approach and the Attendance Center approach and yet shares similarities with both. One way of viewing a Satellite Campus is to view it as a permanent Attendance Center; another view is the view of a Satellite Campus as a special campus. The Satellite Campus is administratively connected with a community college campus, yet serves the purpose of delivering educational services to a special population. There are three Satellite Campuses maintained on Indian Reservations by the Northeast Area Technical Community College. Although these campuses are not complete campuses, such as the Norfolk Campus, they offer both credit and non-credit courses, have advisory councils comprised of representatives from the community being served, and provide a significant portion of the services offered on a regular campus.

Figures 1 and 2 are presented to graphically illustrate where the Technical Community College System is presently delivering educational services. Figure 1 illustrates the location of community college campuses and the Technical Community College Areas. Figure 2 illustrates the location of Attendance Centers and the location of Satellite Campuses. Together these show a complete picture of where the system is delivering educational services throughout Nebraska.

Technical Community College Areas
1 Western Technical Community College Area
2 Mid Plains Technical Community College Area
3 Northeast Technical Community College Area
4 Central Technical Community College Area
5 Southeast Technical Community College Area
6 Metropolitan Technical Community College Area

nebraska community colleges

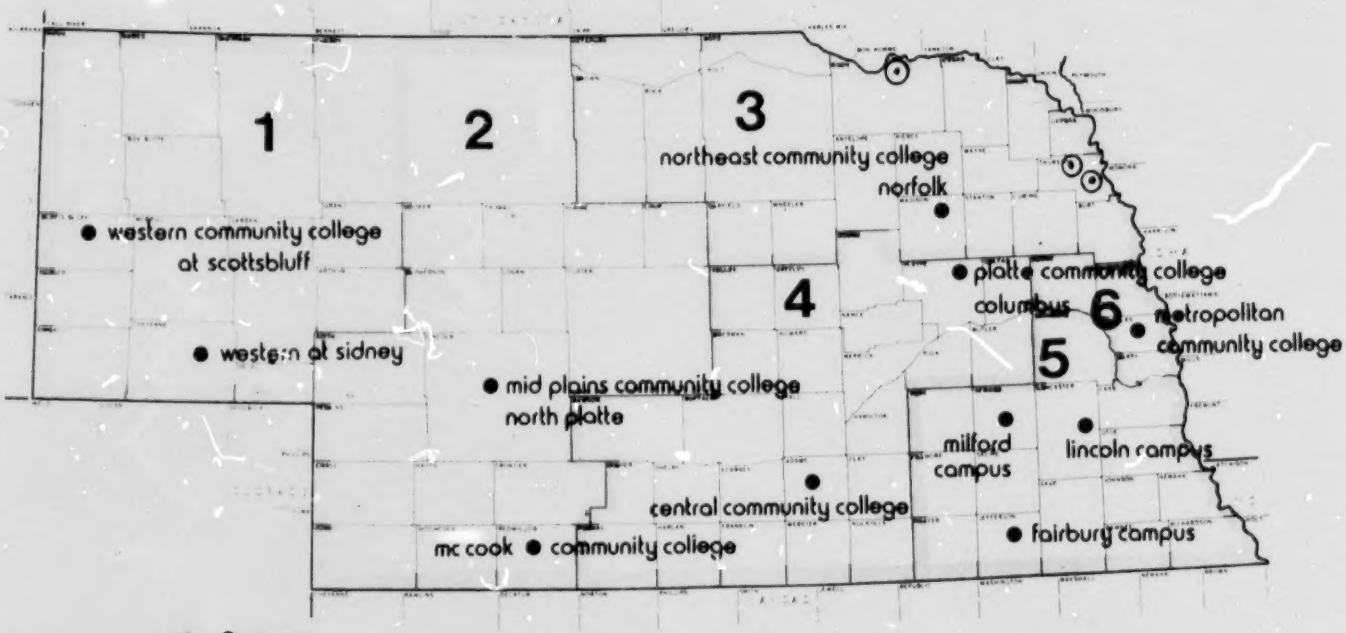

Figure 1

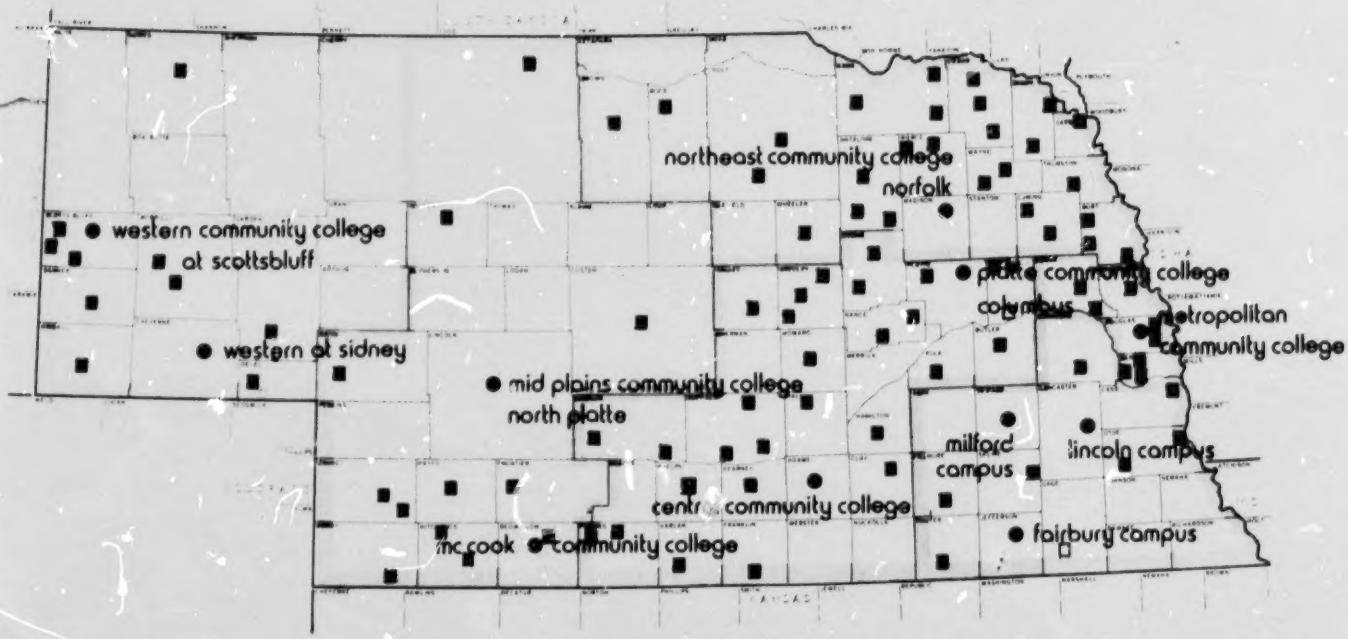

Figure 2

In addition to the above three methods of delivering educational services, the Technical Community College System uses "mobile units" to deliver specialized services. One service which has been delivered this way is student counseling. A mobile unit is able to visit any community in the area, bringing with it specialized services which are not needed on a constant basis. Expanded use of this concept would allow the system to deliver specialized equipment to classes for limited use. Two outcomes of the use of such vans can be demonstrated: economy and up-to-date equipment for students learning specialized skills.

To meet the goal of serving 90 percent of Nebraska's population, the above services must be expanded and supplemented. In developing means by which this goal may be accomplished, the following objectives have been formulated:

1. Within each community or sub-community within the state a representative advisory group shall be appointed to help identify the educational needs and desires of that community;

2. Each community college area may identify the number of communities and sub-communities which exist within that area;

3. Each community college area may assign a staff member with the responsibility of coordinating off-campus educational services;

4. The Technical Community College System will make use of existing resources to the greatest extent feasible in providing educational services throughout the state; and

5. The Technical Community College System will eventually provide educational services of a varied nature within 20 miles of 60 percent of the population over 16 years of age not currently enrolled in a secondary education institution.

The above objectives are an overview of proposed strategies for making the community colleges educational services available to 90 percent of Nebraska's population. Before these objectives can be accomplished, a great deal of research must be conducted. Some of the questions which must be addressed by this research effort are:

1. What do the people of Nebraska consider a realistic commuting distance?

2. What percentage of the population of Nebraska recently reside within that distance of each community college campus?

3. What percentage of high school graduates presently participate in some form of community college program?

4. What other population groups are interested in participating in community college programs?

5. What percentage of the state's work force participate in community college program?

6. What are the most effective methods of assessing the educational needs of the Nebraska population?

A complete systematic process is presently being built to discover the kinds of services the Technical Community College System should be providing, to determine how those services can be most effectively delivered, and to measure the degree of success of the system in accomplishing this goal. The process has undertaken to ask the kinds of questions which will result in valid answers to these questions.

CHAPTER THREE

Goal II

To Offer Comprehensive Educational Programs Which Meet The Needs of The Communities and Citizens of Each Community College Area

The focus of this chapter is on the programs being offered by the Nebraska Technical Community Colleges. The nature and extent of program offerings will be shown as will the process made in coordinating community college offerings with program offerings of other post-secondary education institutions in Nebraska.

The emphasis of community college program offerings is directed at providing technical, academic, and general education courses which are designed to prepare students for immediate employment. Such programs may be certificate or degree programs. The community colleges also offer courses which are designed for individuals who are interested in learning about varied specific areas, and courses which are equivalent to the first two years of a four-year degree; however, the principal emphasis is on learning specific job skills. However, the alternative of transfer must be available to the student if the true ladder concept is to be fully developed. The type of job skills which are taught at the community colleges can be seen in the following listings of major program areas offered at the state's community colleges. Figures 1 through 6 give examples of the program offerings of each of the six community college areas. Figures 1 through 6 do not list all programs that are offered, nor do they list the many non-credit offerings. Figure 7 presents a sampling of the many types of general interest offerings made available by the Technical Community College System.

In a state whose geographical nature is mostly rural, one of the important educational services which the community college can offer its community is the provision of the initial courses required for a four-year post-secondary degree. The importance of this service centers around such factors as the inability of many rural youth to relocate for educational purposes. The social changes of moving from a small town to a college dormitory--which often houses more people than the small town--are great. The community college helps in this transition, helps the rural student adjust to college life socially as well as academically and economically. This service is becoming more important all the time because of the rising costs of obtaining a four-year degree and the high costs of relocating. This same need often is felt by urban youth who, for financial reasons can not pursue the traditional approach to education. These students usually are employed while attending school. The technical community colleges fulfill both these needs.

Unfortunately, there has traditionally been an attitude on the part of college and university personnel to view community colleges as not quite as "good" as the four-year institutions. Such an attitude causes many students problems when the time comes to change from a community college to a four-year institution. However, a doctoral study completed in 1973 by Thomas Carey has shown that the two-year transfer student after completing the four-year program has performed as well as the student who started at the four-year institution. The findings of this study support the findings of similar studies completed in other states.

Nebraska educational systems have begun to remedy these problems through the formation of an "Articulation Council" which was formed to relate and interconnect the postsecondary education institutions throughout the state. On March 19-20, 1974, this council held its first meeting in Kearney. The outcome of this meeting was a formal structure for dealing with articulation issues concerning public post secondary education in Nebraska. Two resolutions which came out of this conference are particularly noteworthy.

First, it was resolved to establish a Nebraska-wide Articulation Council to:

1. Establish policy;
2. Provide guidance to Nebraska collegiate institutions; and
3. To institute a research and development program on the transfer process, and the problems and successes of transfer students.

Second, a resolution of particular note was passed:

> All institutions of higher education in the State hereby agree to record all credit received by a student at any Nebraska independent college, technical community college, state college, or campus of the University of Nebraska System. Hours recorded will be evaluated by the appropriate unit of the receiving institution for **applicability** to degree requirements of the program to be selected by the student.

Before complete, comprehensive educational services can be offered by the Technical Community College System throughout the state, the problems which are inherent in the above resolutions must be solved. Much of the solution of these problems lies in cooperative problem-solving by the members of the Articulation Council. Yet, the state technical community colleges can not wait for all the problems. However, the only logical way to proceed is for the Nebraska Technical Community College System to continue to develop comprehensive educational programs with firm faith in the Articulation Council's ability to continue to work out solutions to the transfer questions.

Following through on the need for the community colleges to continue program development, the objectives presented below indicate the types of activities which must be accomplished to meet the responsibility of the system to provide comprehensive educational programs.

The Technical Community College System must provide courses and programs which are developmental in nature.

Through the Articulation Council and other means, the system must develop working relationships with other educational agencies to facilitate mutual consideration and articulation when new programs are being considered, developed, and put into operation.

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WESTERN NEBRASKA TECHNICAL COMMUNITY COLLEGE AREA

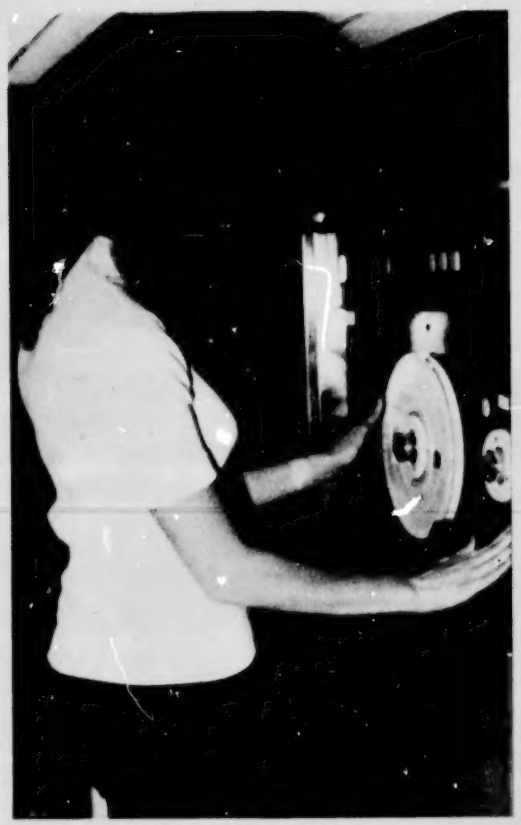
Agricultural Production
Agricultural Supplies and Services
Agri-Business Technology
Veterinary Technology
Agricultural Mechanics
Advertising Services
Real Estate
Dental Assistant
Practical Nursing
Geriatric Nurses Aide
Mental Health Technician
Civil Technology
Business Data Processing System
Commercial Pilot Training
Law Enforcement Training

Figure 1

MID-PLAINS NEBRASKA TECHNICAL COMMUNITY COLLEGE AREA

Feeds
Distribution and Marketing
Advertising Services
Dental Assistant
Medical Laboratory Technology
Optometric Assistant
Mental Health Technician
Practical Nursing
Nursing Assistance
Food Service Supervisor
Family Relations
Foods and Nutrition
Housing and Home Furnishing
Typing and Related Occupations
Architectural Technology

Figure 2



In cooperation with other agencies, the Technical Community College System must develop a system to identify and maintain a profile of the educational needs of individuals and organizations throughout the state. Such a profile would include the needs of persons seeking employment as well as the needs of business, industry, and governmental agencies which require educational services.

In order to accomplish these objectives and the goal of providing comprehensive educational programs which meet the needs of communities and the citizens of each community college area, the following research questions need to be addressed:

1. What are the needs of the various areas of the Technical Community College System which relate to the development of educational, training, and service programs?

2. How can the Technical Community College System best work with business and industry interests in the state of Nebraska to meet the needs of those businesses and industries as well as the needs of the prospective students?

3. What types of educational and other services can be best provided by the Technical Community College System?

4. Can an evaluation system be developed which will keep the services offered by the Technical Community College System current with the needs within the state?

In summary, the goal of providing comprehensive educational services to communities throughout Nebraska is the responsibility of the state's Technical Community College System. In meeting this responsibility it is of urgent importance that the post-secondary institutions throughout the state cooperate in defining the areas in which each is uniquely qualified in providing services. This cooperation and articulation must include all post-secondary institutions and these institutions must work together to avoid unnecessary duplication of services and yet fulfill the educational needs of Nebraska's citizens in all areas and all walks of life.

NORTHEAST TECHNICAL COMMUNITY COLLEGE AREA

Agricultural Production
Food Services
General Merchandise
Retail Trade
Nursing Assistance
Practical Nursing
Geriatric Nurse Aide
Home Management
Care and Guidance of Children
Inst. and Home Management and Supporting Services
Typing and Related Occupations
Typists
Electronic Technology
Teacher's Aide
Police Science Technology

Figure 3

CENTRAL NEBRASKA TECHNICAL COMMUNITY COLLEGE AREA

Foods and Nutrition
Housing and Home Furnishing
Secretaries
Clerk-Typists
Civil Technology
Air Conditioning
Blueprint Reading
Construction & Maintenance Trades
Carpentry
Electrical Occupations
Industrial Electrician
Communications
Sheet Metal
Plastics Occupations

Figure 4

SOUTHEAST NEBRASKA TECHNICAL COMMUNITY COLLEGE AREA

Finance and Credit
Insurance
Transportation
Dental Assistant
Operating Room Technician
Medical Assistant
Consumer Education
Personnel, Training & Related
Typists
Electronic Technology
Heating
Mechanics
Commercial Art Occupations
Radio/Television
Diesel Mechanic

Figure 5

METROPOLITIAN TECHNICAL COMMUNITY COLLEGE AREA

Agricultural Supplies/Services
Laboratory Technician/Veterinarian
Ornamental Horticulture
Cashier-Checker Training
Industrial Marketing
Real Estate
Opthalmic Dispensing
Home Management
Care & Guidance of Children
Accounting and Computing
Executive Secretary
Architectural Technician
Environmental Control Technology
Mechanical Technology
Ventilating

Figure 6

GENERAL INTEREST OFFERINGS

New Designs with Pods, Cones, and Leaves
Quilt Making
Beginning and Advanced Watercolor
Beginning Drums
Beginning Weaving
Defensive Driving
Candle Making
Practical Household Repairs
Conversational German
Investing in Stocks, Bonds, and Mutual Funds
Creative Stitchery
Driver Training
Football for Women
The Art of Winemaking
Father and Son Automotive Tune-up
Glass Blowing and Glass Sculpture
Pre Retirement Education

Figure 7

CHAPTER FOUR

Goal III

To Provide Educational Services and Opportunities to All Who Desire Them

The central theme of this goal is the "Open Door Policy." The community colleges serve the whole community regardless of background, ability, and other individual differences. This chapter will identify and briefly discuss various target groups serviced by the Technical Community College System, will identify programs in which the system is cooperating with other agencies to provide educational services, and will explain the open door policy of the system.

The open door policy has received much abuse and misuse in the United States. The Technical Community College System defines this policy as one which ensures that no student will be denied admission because of ethnic or cultural background, ability, or location of residence within the state. All applicants will be admitted within the limits of the law and the resources available to the system.

Voicing such a policy is easy; putting that policy into effect is much more difficult. Merely allowing anyone to enroll in the System's institutions would be within the letter of this policy, but certainly would not abide by the spirit conveyed by the policy, but certainly would not abide by the spirit conveyed by the policy. Provisions must be made by which enrollees may succeed in their chosen programs without lowering the standards of that program.

Presently much has been done to ensure that the open door policy of the Nebraska Technical Community College System is in fact a real open door policy. Anyone may apply for any community college program; if there is room in the program and the applicant has a chance of progressing through that program he or she will be admitted.

The assessment of whether the applicant has a reasonable chance of progressing through the program is a difficult assessment. In order to perform as thorough and valid assessment of the prospective student's ability as possible, the Technical Community College System has improved its counseling services and in two cases has developed mobile units to serve the area in making these difficult assessments.

Additionally, special target groups have been identified. These target groups are groups of people which have specific needs. Such target groups are identified by several different types of characteristics: ethnic groups, racial and culural groups, and returning veterans are but a few of these groups.

Many returning veterans need specific job-related education to enable them to enter the work force of Nebraska; the community colleges have designed several programs specifically for this group. Blacks, Mexican-Americans, and Indians all have voiced specific educational needs related to their ethnic and cultural backgrounds; the system has devised programs specifically addressing their needs. An example of these specific programs is the Satellite Campus on each of three Nebraska Indian Reservations. Yet another target group which has voiced specific educational needs is homemakers. This audience is particularly interested in such things as family financial planning, food and nutrition, budgeting to cope with inflation, and other home related skills. Programs have examples which are meant only to indicate the types of programs being developed for specific target groups of the Nebraska population.

The Nebraska Technical Community College System is also engaged in many cooperative programs. Such programs are sponsored by several groups, with community colleges being only one. The advantages of such ventures are readily apparent - several agencies invest in the initial development cost, with the result that many programs which otherwise would be too expensive to develop do get developed with a minimal investment on the part of the community colleges. An example of this type of program is the joint Wayne State College-Northeast Area Technical Community College program in food services. This program prepares school food employees and health facility food services supervisors to be more effective and to meet Nebraska food services personnel certification requirements. The program is co-sponsored by the two institutions mentioned above, and the materials developed for the courses will be the joint effort of the State Department of Health, State Department of Vocational Education's School Food Service Division, Nebraska Technical Community Colleges, and the state's Association of Registered Dieticians. Another prime example in the area of full-time credit courses is the contractual arrangement between the University of Nebraska at Lincoln and the Southeast Community College, Lincoln. Students in UNL's industrial education program enroll in the Southeast Community College for drafting, welding, electronics, automotive, and mechanical technology courses. These students receive credit from UNL for these courses.

Many other programs have been developed under cooperative arrangements with state and federal agencies. A partial listing of such programs is presented below to indicate the value of such cooperative ventures. Without the help and cooperation of other agencies, the development of these programs would have been beyond the means of the Nebraska Technical Community College System.

Each of these programs contributes to the open door policy in that by making more programs available, the community colleges are better able to place applicants in programs in which they stand a reasonable chance of successful progress. While the foregoing describes a great deal of success in establishing and practicing the open door policy, it is felt that the optimum has not yet been reached. In order to make this policy more effective, the Nebraska Technical Community College System has developed the following objectives which will further the accomplishment of the System's ability to provide educational services and opportunities to all who desire them.

1. To design and put into practice programs which will allow a student to withdraw at virtually any time and still receive credit for those accomplishments or competencies he or she has achieved.

2. To design and put into operation a needs assessment system which will allow the community colleges to identify specialized educational needs not presently being met and then provide for these needs.

3. To communicate the availability of educational services to all segments of the population.

These three objectives are far-reaching and have serious outcomes. The first objective requires a modification of administrative and credit systems as they presently exist. The second objective requires the design and development of a state-wide all-pervasive analysis system which can provide up-to-date information at virtually any time regarding the business and industrial requirements and progress of the state. The third objective requires a complete analysis of the Nebraska Technical Community College System's capabilities and the communication of those capabilities, on a continuing basis, to the entire population of the state.

To demonstrate how these objectives relate to the goal of providing educational services and opportunities to all who desire them, a brief summarization of these objectives will be made and an approximation of what the end process will involve will be described.

The revision of admission and withdrawal procedures centers around the revision of the entry and exit assessment processes. Prior to entering any program of the technical community colleges, a student should be assessed to determine his aptitude and ability to complete the program. If surmountable deficiencies do exist, the college should be able to guide that student into remedial or entry-level education courses. This type of course is often called developmental instruction and is specifically designed to help individual students prepare for participation in the mainstream programs.

Such a process has been the suggested ideal for virtually all levels of education since the mid 1950's. The education community is now beginning to understand the requirements and implications of such a system, and progress is now being made toward building such a system. Nebraska is not lagging in such development, and presently such systems for developmental instruction in basic learning skills do exist within the state. Some progress has been made in the assessment area, and the social stigma of being in a "remedial" class is beginning to vanish, a phenomenon of great import.

The second part of the assessment system is the capability to grant credit for acquired skills or competencies upon student withdrawal. Progress toward accomplishment of this goal has been partially successful. This requires revamping of present administrative systems. Such a revamping is demanding, but some progress is being made. Several programs have a portion of the offerings structured in this manner.

Expense, however, is not the only impediment. To design and use such an admission and withdrawal system requires commitment and research. The commitment is here, now. The research which must be undertaken involves such questions as those presented below.

1. Can such an admissions and withdrawal procedure be designed and put into operation in a cost-effective manner?

2. How can such an assessment process be performed without testing the student beyond his tolerance?

3. Is it logistically possible to deliver completely individualized instruction at a reasonable cost?

4. Can such instruction be classified into discrete areas and then packaged for individual consumption?

5. What computer applications can be made to facilitate such a system?

A full-fledged research program seeking to provide answers to all these and corollary questions which must be answered would be far beyond the economic ability of the Technical Community College System at this time. However, the System must continue to work at building and putting into practice such an open door policy as the one described above.

LIST OF COOPERATIVE PROGRAMS

(Illustrative, Not Complete)

A program aimed at "New and Expanding Industries" is developing in cooperation with the Department of Economic Development, State of Nebraska. This program is focused upon specific needs identified by the Department of Economic Development, and is generally a short-term activity. The DED identifies a need and funds educational institutions to develop programs addressing that need. This is an ongoing program, and has contributed to other programs within the Technical Community College System.

The Comprehensive Education Training Act (federal legislation) funds the development of specific programs. Sometimes the community colleges are funded directly to develop programs, other times agencies which have received funds from CETA contract with the community colleges for development and operation of specific programs. These programs can often fit into other programs being developed or operated by the Technical Community College System.

The Environmental Protection Agency and Nebraska's Department of Agriculture cooperated with the community colleges in the development of a program which is designed to teach pesticide applicators skills which will qualify them to meet certification requirements.

The Commission on the Aging, with federal funds, has contracted with the University of Nebraska at Omaha's Gerontology Center for staff to develop a program in pre-retirement education. The community colleges have also been involved with this development, and the program is being offered on a non-credit basis in several of the Technical Community College Areas.

The Comprehensive Health Education Consortium is composed of several agencies and groups who are cooperating to develop needs assessment data in the health occupations. The communtiy colleges establish, implement, and admininster such programs.

The Nebraska Safety Council and the community colleges are cooperating to provide a course which will teach employers throughout the state how to meet the requirements of the Occupational Safety and Health Act requirements.

CHAPTER FIVE

Goal IV

To Establish Policies to Maintain Standards of Excellence in All Instructional Programs and Courses Offered

The Technical Community College System is charged in Statute 79-2600 with the responsibility of developing and maintaining high quality educational service programs. In presenting an overview of the System's activities in achieving this goal, three topics will be discussed: the technical community colleges progress in obtaining accreditation; evaluation of the System's program and course offerings; and staff development activities undertaken by the System.

Each institution within the Technical Community College System is presently pursuing accreditation from the North Central Accreditation Association. Figure 1 illustrates the steps an institution must perform to receive accreditation. Figure 2 illustrates the point which each institution in the System presently occupies. By viewing the accreditation process (Figure 1); then referring to the status of any of the community colleges, the reader can see approximately how long it will take the institution to complete the accreditation process. The Technical Community College System's goal is for each institution in the System to be fully accredited by the year 1979.

One area in education which has been, and continues to be, a sensitive area is the evaluation of the instructual process and the instruction within a given institution system. One reason this is such a sensitive area is that few people can agree on what "good teaching" is in terms which can be readily measured. Another reason is that the educational goals of institutions, programs, and courses have not always been stated in measurable terms. The Technical Community College System is presently working on an evaluation plan which will allow the System to evaluate its performance of the following characteristics:

1. Responsiveness to the needs of students;
2. Responsiveness to the needs of Nebraska business, industry, and governmental agencies; and
3. The educational program as viewed by the student and the agencies which eventually employ the student.

North Central Association Accreditation Flow Chart
(Depicts steps for C/A status; same sequence for membership status)

Prepared by NCA Staff

ACTIVITIES
TIME FACTORS
(1) Institution prepares status study report
Opportunity for informal NCA staff reaction prior to official submission
(2) Submission of staff study office of the director of CIHE
Reports due on or before May 1
(3) Official staff review of status study report
Options:
1. Accept
2. Accept with conditions
3. Decline (institution given official notice 2-4 weeks after report submitted)
(4) CIHE executive board received staff recommendations
Options:
1. Authorize on-site visit
2. Offer institution option of postponment
3. Deny authorization
(institution advised of executive board recommendation in late July or early August)
(5) On-site evaluation visit
Between Oct. 1 and Jan. 21 (Dates arranged with evaluation team chairman)
(6) Draft of team report to institution for correction of factual errors
Draft report sent to institution 2-4 weeks after conclusion of visit
(7) Corrected draft returned to evaluation chairman
Within one week after receipt by institution
ACTIVITIES
TIME FACTORS
(8) Final report to office of the director of CIHE
Within six weeks after conclusion of on-site visit
(9) Staff reviews duplicates and distributes
Within 6-8 weeks after conclusion of on-site visit (Institution is invited to file formal, written response to evaluation report)
(10) Evaluation team recommendation reviewed by review committee
Institution invited to appear before review committee in March (annual meeting)
Options:
1. Accept team recommendation
2. Accept team recommendation with modifications
3. Reverse team recommendation
(11) Review committee recommendation reviewed by executive board
March (annual meeting) Options:
1. Accept review committee 2. Accept review committee recommendation with modifications
3. Reverse review committee recommendation
(12) Final action by commission
March (annual meeting)
Options:
1. Grant status
2. Deny status
(13) Institution informed of decision
1. Institution informed verbally at meeting
2. Institution receives official action letter 1-2 weeks after conclusion of annual meeting
(14) Opportunity to file appeal for reconsideration if decision negative
Appeal filed with office of the director of CIHE not sooner than 10 days, nor later than 30 days after receipt of official action

April 1974
Nebraska State Board of Technical Community Colleges

ESTIMATED DATES AT WHICH INSTITUTIONS WILL ACHIEVE STEP 12 IN THE NCAA PROCESS

Western Area		
Nebr. Western Technical Community College at Scottsbluff	(membership)	1973
Western Nebr. Technical Community College at Sidney		NA*
Mid Plains Area		
McCook Community College at McCook	(membership)	1976
Mid Plains Community College at North Platte	(candidate)	1975
Central Area		
Platte Technical Community College at Columbus	(membership)	1974
Central Technical Community College at Hastings	(membership)	1976
Metropolitan Area		
Metropolitan Technical Community College at Omaha	(candidate)	1975
Northeast Area		
Northeast Nebraska Technical Community College at Norfolk	(membership)	1975
Southeast Area		
Southeast Community College-Lincoln Campus	(membership)	1977
Southeast Community College-Fairbury Campus	(candidate)	1977
Southeast Community College-Milford Campus	(candidate)	1975

*NA = Not available at publication date

Figure 2

There are many research questions which, when answered, will contribute needed information which in turn will help achieve full North Central Accreditation for all the System's institutions by 1979 and will contribute to the development of an evaluation plan as described earlier. A few of these questions are listed below.

1. What are the business, industry, and government personnel needs for the next five to ten years in the state of Nebraska?

2. Can these personnel needs be described in competency-based terms which will allow competency certification of students upon graduation?

3. Can the evaluation system be coordinated with such agencies as the Job Service, Chamber of Commerce, and business or industrial associations?

4. What would be the cost of developing and operating an evaluation system such as the one described above?

Although these questions are very broad in range, they must be considered prior to the design and operation of an evaluation system as complete as the one herein described. Yet, the evaluation system is an absolute essential if the Technical Community College System is to maintain high quality levels of educational services.

Such an evaluation plan is a large undertaking. For this type of plan to be successful, it must meet the following objectives:

1. A system will be developed between secondary schools and community colleges to determine future student interests; to determine the results of secondary school preparation; and to coordinate the curricula of the two levels of educational experiences.

2. Community advisory groups will assist in the formation, updating, and retention or elimination of programs and courses within the community colleges.

3. The plan must include the establishment of performance-based objectives for varied competency levels.

4. A follow-up system on non-returning students will be developed.

5. A follow-up system will be developed to measure student response related to existing programs and to the need for new or revised programs.

6. A follow-up evaluation system will be established to maintain contact with business, industry, and professional groups to update programs, identify special education needs, and to identify program deficiencies.

The final area of maintaining and improving educational standards within the System is the area of staff development and improvement of staff capabilities. An ongoing in-service education program for the staff of the community colleges will be developed to ensure that faculties within the System keep abreast of the latest developments in their field of expertise as well as in instructional techniques and educational innovations. While this area is involved in maintaining high standards, in-service education is addressed more completely in Chapter Ten.

This evaluation system, once completed, will enable the Technical Communtiy College System to view the educational level of an entering student, assess the attained level of educational competence upon his leaving an institution, and to determine the applicability of his attained competence to the field in which he is eventually employed. The evaluation plan must also allow for gathering information about students who begin, but do not finish, courses or programs in any given community college. This evaluation plan will allow the Technical Community College System to constantly upgrade the quality of program offerings, and will provide valid information for staff development purposes and for the revision of curricular materials used in community college programs.

CHAPTER SIX

Goal V

Administrative Structures

Governance of educational institutuions in Nebraska has historically been vested in the community rather than on a state-wide basis. Presently this structure is being evaluated to determine the most effective approach in responding to local needs while also providing state-wide coordination. Eventually this evaluation and correlated research will yield the most desirable policy and administrative decision-making model. The long range goal for such a model is that it will most effectively set the direction for and provide for the activities needed to deliver a full range of higher education services in Nebraska. Two aspects of such a decision-making model are governance and admininstration; these two characteristics are the principle themes of the following narration.

Governance is concerned mainly with the formulation of policy, a settled course of action adopted and followed by a government, institution, body, or individual. The State Legislature has enacted legislation which specifies the settled course of action which is to be followed by the technical community colleges within this state.

The State Board of Technical Community Colleges and each Area Board are responsible for interpreting the general policy specified by the State Legislature and from that general policy, formulate delineated policies which will ensure that the state legislation is carried out. The State Board developes policies related to regulation, review, and coordination while the Area Boards develop policies related to implementation of educational services within individual areas. These boards then assign the responsibility of administering the policies and monitor the results of the policies. Procedurally, this decentralizes administrative responsibilities.

Each of the above mentioned boards has adopted a policy statement, or is in the process of developing such a statement. Some of the questions which are helpful in reviewing the formulation of such statements are:

1. Are the goals understood and accepted by all parties?
2. What are the policy statement options that would set the course for that goal and which options would be most effective?
3. How can the effect of this policy be evaluated?
4. Where does policy stop and where does administrative procedure begin?

The execution of policy, administrative procedure, is carried out through the executive portion of the decision-making body. This procedure involves the Governor, through the staff of the Department of Administrative Services, assisting with legislative interpretation; the State Board of Technical Community Colleges developes and implements regulatory, review, and coordination procedures among the Community College Areas. The Area staff then establish procedures, based upon Area Board policy, for staff assignment and the operation of programs within each Area.

Policy formulation (governance) and policy execution (administration) are interconnected at all levels. This relationship provides for a check and balance system which leads to the most effective delivery of educational services throughout the state. Figure 1 describes some of these interconnections and relationships.

To fulfill the responsibilities of the State Board of Technical Community Colleges requires facilities and staff resources. Presently, the chart presented as Figure 2 illustrates the staff resources assigned for policy formulation and execution.

Administration (Policy Formulation)		Governance (Policy Formulation)	
Body	Results	Body	Results
Electorate Legislature	Constitution Laws	Governor's office/DAS	Interpretation of Legislative intent & reporting requirements
State Board of Technical Community Colleges	Regulation & Coordination Policies	Staff of State Board of Tech. Comm. Colleges	Regulations & Coordination Procedures
Area Board of Technical Community Colleges	Administrative Policies	Local Area and Campus Staff	Admin. Procedures and Practices

Figure 1

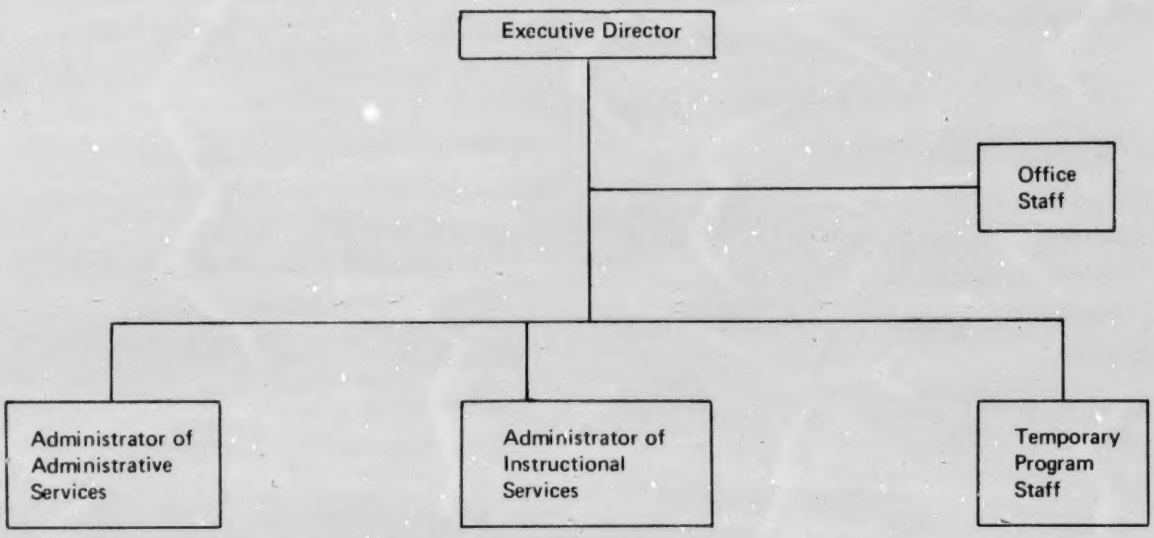


Figure 2

The intent of the governance and administrative procudures as described above, is to enhance timely responses to local educational needs. All this must take place within the context of a coordinated response to state-wide needs. In this framework, decisions are focused at the level of governance and administration where the information related to that decision is most likely to be available. This is the level at which the benefits of valid decisions are most lively to accrue, the result of this policy should be a natural accountability in that those who make the decisions are those who will be most affected by the results of that decision.

A most important part of any decision-making process is the method by which information is gathered in order to facilitate logical and informed decision-making. This information is used to determine the requirements for new policies as well as to monitor policy execution. The following tasks describe the components of the development of the management information system which is being developed for the Statewide System of Technical Community Colleges.

Task	Description
I	Academic Computing Requirements
II	Administrative Computing Requirements
III	Chart of Accounts
IV	State Reporting Requirements
V	Data Base Directory
VI	Budget Planning System Implementations
VII	Statewide Community Education Records System Design
VIII	Specified Tasks

CHAPTER SEVEN

Goal VI

To Encourage Program Innovation

(The Nebraska Technical Community College System will) (e)ncourage innovation in the development of new educational and training programs and instructional methods; coordinate research efforts to this end and disseminate the findings thereof. (Nebraska Statute 79-2616)

The encouragement of program innovations directly addresses this responsibility. At this time, a review will be made of some outstanding innovations which have been put into operation in the Technical Community College System to date. Also raised will be questions and activities which may be conducted at institutions, the area, and the state level to bring about meaningful innovations within the educational system.

Innovation is another of those educational catchwords which has been touted as a cure-all for educational programs. The time when this panacea was most popular was right after the launching of Sputnick. A mammoth drive to improve education through innovation was started on a national basis. The federal government in a virtual panic funded almost any project which was hailed as being "innovative." Since that time the lesson has been learned that change merely for the sake of change can bring more problems that solutions. Change should be carefully planned, experimented with, and evaluated prior to system-wide implementation. Too often changes have been made in educational institutions with no effort to first learn how those changes would affect student learning. Experience has shown that change can be - - but is not necessarily - - a good thing. The Technical Community College System's approach to innovation is to closely examine the probable outcomes of any change being considered. If that analysis is favorable, a pilot test is developed on a small scale, an evaluation of the results is made, and a plan is then developed to proceed based on the results of the evaluation of the pilot test. If the pilot test indicates that the change may make significantly favorable differences, the innovation is then tested on an institution-wide basis, once again evaluated, and, if the results are favorable, the innovation is considered for implementation on a system-wide basis. Such an approach, although slower than the immediate system-wide change process, is an attempt to ensure minimal disruption and adverse effects upon the educational progress of the students — the System's primary responsibility.

The Central Technical Community College Area, Hasting Campus, has received national attention for its planned approach to innovation. On this campus, many of the nationally proven innovations have been systematically implemented to the extent that presently this campus is recognized as one of the most complete and innovative individualized instruction programs in the nation.

The educational process at the Hastings campus may begin with cognitive mapping which is a method of identifying a student's preferred learning style. After identifying how the student best learns and under which conditions learning is most meaningful to that student, an individualized program is tailored for that student. The instruction is competency-based, meaning that the student is graded according to skill or knowledge acquisition as demonstrated. Media are used to their best advantage, the student knows at all times what is expected of him, and hands-on experience is used as the final evaluation of a student's ability. The effectiveness of this integrated system of instruction is being demonstrated on a compus-wide basis covering several varied programs and with students of varied abilities.

The Technical Community College System is also providing varied educational services for adults. The type of services range from non-credit courses for special interest groups through specific occupational skills training for the unemployed, handicapped, and disadvantaged. This program of adult education depends heavily upon the Attendance Center concept, and is in operation throughout the state. With today's emphasis on life-long learning and the need for educational institutions to provide special interest learning experiences for citizens of all ages and all ways of life, the community colleges are leaders in providing these specialized services. One particularly important group of people who have long been neglected by the educational systems are those people who are nearing or have reached retirement. The shock of suddenly being unemployed after a lifetime of a particular career is deeply felt by retirees. The community colleges are working with other agencies in helping these people prepare for retirement and use their "golden years" to the advantage of others and their own benefit. Such education involves career changes, special interest experiences such as oil painting, ballroom dancing, automotive tune-up, or virtually any area of interest which attracts a sufficient number of people to warrant a course offering.

The above are but a few of the many innovations being planned or carried out withing the Technical Community College System. To continue to practice educational innovation in a sound manner, there are several recommended activities for the System to carry out in the near future. These activities include the following:

1. The System needs to develop and publish a document which describes the campus innovations being operated and considered, the results of those innovations, and the procedures to be followed should another campus desire to institute the same innovation.

2. The System should institute state-wide and multiarea staff activities for the exchange of information regarding specialty areas and instructional methods.

The above activities will contribute to sound planning and operation of innovations throughout the System. Finally, the System must constantly be on the alert and investigate innovations being used in other parts of the country and to determine which of these innovations have favorable characteristics for use in Nebraska.

CHAPTER EIGHT

Goal VII

Budgeting and Fiscal Management

The primary purpose of budgeting and fiscal management activities is to being about accountable distribution of limited fiscal resources to meet justified needs. The activities which bring about accomplishment of this purpose include needs assessment, budget formulation, and evaluation to determine participation. For such activities to be effective, area and state leadership determined that an approach common to all involved parties was required. The following narration discusses budget formulation, needs assessment, monitoring and participation activities related to budgeting and fiscal management.

The process of budget development begins at the program level. Budgetary guidelines are coordinated and made available from the state level, but the actual budgets are developed through the campus and area administration and then presented to the Area Board for review. The Area Board, in reviewing the proposed budgets, establishes priorities; then approves a budget which they feel can be justified on the basis of the educational needs of the area. The Area Board approved budgets are then reviewed at the state level to determine the distribution of educational services and to ensure that the approved budgets adhere to the state budgetary guidelines. After this review, a compiled budget request is forwarded to the Department of Administrative Services along with documentation to support that budget request. This budget is then transmitted to the Legislative Fiscal Office which may then request additional information deemed necessary to develop their recommendations. The Legislature then establishes the final budget.

The completion dates of these and related activities are critical to the smooth flow of the process. The following dates and activities are in effect as of February, 1975, for the development of the 1976-77 budget.

Activity or Requirement	Completion or Due Date	Decision Body
General guidelines and standards available	March	State Board of Technical Community Colleges
Final reporting forms specified for reporting budget request	July 15	DAS via statute
Budgets due to State Board	July 15	State Board of Technical Community Colleges
Budgets due DAS	Sept. 15	DAS via statues
Budgets passed by Legislature	March or April	Legislature

A manual, "Guide to Accounting, Budgeting and Reporting," has been developed through a coordinated effort by the business managers of the State-wide System of Technical Community Colleges to aid in standardized budget reporting procedures.

The focus of the budget development process and the management information system which it supports is to aid in the effective internal management at the campus and area level. The foundation for making future budget and program projections is an historic program data base. Issues which could make the budget development process more effective and efficient involve the following questions.

1. What philosophy of funding will result in the most effective and responsive two-year post-secondary education in Nebraska?

2. What sequence of reporting and review activities is the most cost beneficial method of collecting the data and making the needed decisions?

3. What are the unique roles that should be played by each of the various levels in the budget development process?

4. How can duplication of effort at all levels be minimized?

5. How can the timing of the activities be syncronized so as to be of maximum benefit for all parties?

Budget justification involves presentation of a budget which is clearly based upon verified educational needs. Two major sources of information in the determination of educational needs are the Department of Labor and the Nebraska Research Coordinating Unit. Additionally, groups such as the Comprehensive Health Planning Council are conducting manpower studies to determine future needs in specific occupational clusters. Local program advisory groups and Area Boards also provide important community needs which may dictate specific program direction.

A study process for reviewing new programs has been developed. This process, New Program Justification, provides a method of coordinating new program development across the state. Generally, new program interest is developed and initiated at the local level; however, recently requests for new services have come from the state or national level. New health and safety regulations have been a prime catalyst in these requests.

Comprehensive assessment of educational needs is a continual requirement. The assessment should be both state-wide and regional in nature to account for the migration patterns of potential and former students and economic differences which exist among regions within the state. Currently, there are three questions which have particular pertinence. They are:

1. Are there new priorities in the delivery of educational services that should be considered?

2. What are the alternative methods or combinations of methods that could respond to current and new educational needs?

3. Can some current resources be reallocated to new or expanded priorities because of changing educational needs of the population being served;

Short range budget monitoring activities are primarily the responsibility of area level personnel. The areas are helped through a coordinated effort from the state level in the development of an information system, one aspect of which is the identification of related program cost centers. A data element directory and a coordinated reporting format are also components of this information system.

The flow and format of data reported to the state level are monitored by the State Board of Technical Community Colleges with technical support from the Department of Administrative Services. The Legislative Fiscal Office assumes primary responsibility for performance post auditing of the Technical Community Colleges.

Long range analysis is the focus of all phases of monitoring, particularly at the state level. Free flow of information with a minimum of duplication of effort or interference with local program administration are the goals of the monitoring process; alternative methods of information collection which better meet these goals are constantly being sought.

In April of 1974 a state-wide survey conducted for the State Board of Technical Community Colleges disclosed that between seven and eight percent of the adult population of Nebraska had participated in some form of learning experience sponsored by the Technical Community Colleges within the last five years. This participation is one manner of viewing budget utilization. The monthy enrollment report from November 1974, shows a total of 22,987 unduplicated headcount across the state. The graph presented below illustrates the type of programs in which these people were participating.

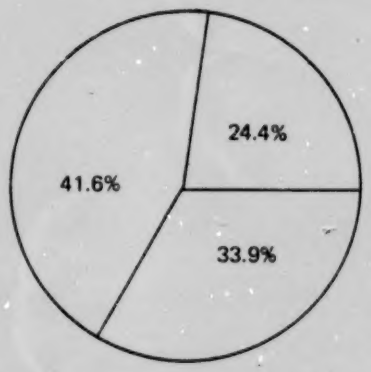
Program participation has proven to be a meaningful method of developing information of interest and importance not only to budget monitoring but also in setting priorities for the future. Participation analysis has shown that community college students tend to be somewhat older than students in other post-secondary education programs. It has also been found that there is an expanding demand for continuing and adult career oriented educational services; this finding emphasizes the validity of the life long learning model which the community colleges have adopted and in which most people find themselves. Changing social and economic conditions are requiring people to learn to deal with new socio-economic situations.

The continuing development of profiles of the people being served, and requiring service, by the Technical Community Colleges will make it possible to track participation rates and patterns throughout the state. This, in turn, will provide accurate predictions and will facilitate budget development which is in line with the educational needs of Nebraskans.

The long range thrust of budgeting and fiscal management is to provide support for optimal delivery of educational programs. Some of the questions which must be answered in relation to budgeting and fiscal management follow.

1. Are the appropriate services available in the advantageous locations?
2. What is the appropriate level of direct support that should be provided by the specific consumer of the education service?
3. What measure can be utlized to determine the benefits accrued to the individual and/or society in general because of utilization of these educational services? i.e., what are the social benefits (higher taxes, lower crime rate, better voting record of educated citizens), what are the private benefits (higher income, personal satisfaction, increased awareness of socio-economic-political environment)?
4. How should quantity of participation be measured?
5. How should quality of participation be measured?

November 1974 Participation



Career Related Adult Education – 5.612

Career Preparation – 9.563

Personal Interest and Recreational Adult Education – 7,812

Total 22,987

Figure 1

25

CHAPTER NINE

Goal VIII

To Establish Guidelines for Program Facilities

Educationai services such as those offered by the Technical Community College System require facilities. Some services require specific facilities while others are general in nature and can be offered in virtually any atmosphere. The establishment of guidelines for program facilities involves planning and construction of facilities as they are required, ensuring all the while that facilities are coordinated to minimize unnecessary duplication.

The status of institutional facilities by Technical Community College Area will be presented herein, as will photographs of some System facilities.

The facilities described above do not include the many Attendance Centers used by the community colleges. Remembering that one of the System's goals is to deliver educational services to 90 per cent of the State's population, the Attendance Centers become extremely important.

In planning for the future construction or procurement of additional facilities, the Technical Community College System will follow a dual course of action. The first procedure is to identify facilities throughout Nebraska which can be used as Attendance Centers. Second is the investigation of facilities which can be obtained by the System which are suitable for present and future needs. Only in the case when facilities can not be shared nor obtained and remodeled at reasonable cost will the System recommend new construction.

These procedures require that the following questions be addressed prior to recommending any future construction:

1. What are the facility needs of the community college areas?
2. Which of these needs can be met through shared facilities?
3. Which of these needs can be met through presently available facilities?
4. Which of these needs require new construction?
5. What are the future needs of the Technical Community College System?

The identification of facility needs is and should continue to be a top priority item for the Technical Community College System. The future for the System is bright, steps must be taken to be prepared for that future.

Status of Institutional Facilities by Technical Community College Area

Western Nebraska Technical Community College Area

The Nebraska Western Community College is located at Scottsbluff, Nebraska. It is a relatively new campus, about ten years old, and is a modern campus with a small dormitory. Generally this campus with academic and vocational facilities is in good condition. However, the roof on the main building will need to be replaced soon.

The Western Nebraska Technical Community College is located in Sidney, Nebraska. This campus is a former ordinance depot, and the facilities present several problems. There are more facilities than present programs require, the buildings are of a temporary nature and require extraordinary maintenance expenses. There are some living quarters available to students and faculty members which are being used.

Mid-Plains Nebraska Technical Community College Area

McCook Community College in McCook, Nebraska, is an older campus, but is adequate for present needs. There presently is one new building being constructed with money that was left to the College by a private donor.

Mid-Plains Community College is located in North Platte, Nebraska, and actually has two campuses. Vocational programs are generally housed at the I-80 campus. The downtown campus, which presently is housed in a former Post Office building, is in the process of moving to a new "McDonald-Belton Campus" which is near the Experiment Station south of North Platte on Highway 83. This campus is being constructed with money donated to the Community College by private sources.

Central Nebraska Technical Community College Area

Central Technical Community College at Hastings is located on a former ammunition depot. The majority of these structures have been renovated. Since most of the buildings on this campus are permanent buildings rather than "temporary" structures as found on the Sidney Campus, the Hastings campus is in better condition. The Central Area has administrative offices in Grand Island, and a new Adult Education Center with administrative offices to be built in Grand Island in the near future.

Platte Technical Community College is located in Columbus. This campus is fairly new, being built in the last ten years. It is a modern campus, and will require an additional vocational technical facility in the future.

Southeast Nebraska Technical Community College Area

The Southeast Nebraska Technical Community College-Fairbury Campus is composed of one major classroom facility and a dormitory. There are other older facilities which, in the long run can be removed if the newer facilities are modified. Presently there is a desire to add a Community Activity/Student Center Building to this campus.

The Southeast Nebraska Technical Community College-Lincoln Campus is located in leased facilities throughout the city of Lincoln. Long range planning calls for a centralized campus for this city.

The Southeast Nebraska Technical Community College-Milford Campus is a complete campus with dormitories which has been in development since the mid 1940's. No future capital construction is anticipated, but minor modifications and rennovations of existing structures will be required.

Northeast Technical Community College Area

The major campus in this area is the Norfolk Campus which is a very new campus. Presently there are requests for new facilities which will complete the campus as planned. Connected to this campus are three Satellite Campuses located on Indian reservations. The facilities used are not owned by the Technical Community College.

Metropolitan Technical Community College Area

The downtown campus of the Metropolitan Technical Community College is located in leased buildings throughout the city of Omaha. Fort Omaha has been requested as a site to consolidate these programs. This year a large warehouse in western Omaha was converted for educational use by the Technical Community College and is called the Southwest Campus. Current plans call for a total of three campuses.

Goal IX

To Provide An Environment for The Professional Growth of Staff and Board Members

The legislation which created the Technical Community College Sytem brought together former junior colleges, area and state vocational schools into a new and exciting comprehensive educational system under its own State Board. With this new beginning came the responsibility for the continued improvement of the faculties and staff of the community colleges under the joint leadership of the Area Boards and the State Board. The focus of this responsibility is to enhance each community college's ability to attract, maintain, and develop outstanding educators for the total system.

In planning to accomplish this goal, ten specific objectives have been formulated. The objectives deal with educational opportunities and staff development opportunities for present and future employees of the System. These ten objectives are presented below.

1. An in-service development program should be undertaken which will allow for the following activities:
   a. Short-term work experiences in the area of instruction,
   b. Visitation and observations at other community colleges;
   c. Membership in professional associations;
   d. Participation in additional educational experiences; and
   e. Full participation in state-wide activities of the Technical Community College System.
2. The staff and faculties will share in the development and review of job descriptions and personal professional yearly objectives.
3. Job performance will be compared with job competencies to determine the employee's need for skill, knowledge, and attitude development.
4. Administrative job descriptions and personnel policies will be designed in such a manner to allow staff members the opportunity to assume additional responsibilities upon mastery of present responsibilities; such a policy will provide for the possibility of a career ladder for System employees.
5. The System will develop a process of identifying short and long range professional goals for each staff member and will provide for periodic assessment of performance by the employee and the employer.
6. Staffing patterns will be developed so as to promote the opportunity for staff members to discuss their achievements with peers and other interested parties.
7. Advancement procedures will be identified, documented, and published to enable the staff members to identify what is required for promotions and additional professional opportunities.
8. Procedures for publically recognizing criterion based staff performance will be developed.
9. Where objective job performance criteria and evaluation procedures are identified, staff will receive consideration for compensation on the basis of performance.
10. Resources by which the above objectives can be carried out will be identified, budgets for these activities will be established, supported, and monitored.

The general objective around which all of the above objectives center is the explicit formulation of criteria by which staff and faculty members are to be evaluated and the explicit provision for staff and faculty professional advancement. Such an emphasis on personnel development is not unique to the Technical Community College System. "In many industries anywhere from 2% to 7% of payroll is allowed for employee development."[1]

The development of personnel within the System is often more economical than trying to replace outstanding personnel who leave Nebraska to take positions in other systems where they stand better chances of professional advancement.

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[1] **Training and Continuing Education**, Hospital and Research Education Trust, Chicago, Ill., 1970 (p. 5).

CHAPTER ELEVEN
Goal X

To Provide Comprehensive Student Service Programs

The student services which should be provided by each segment of the Technical Community College System include: financial services, co-curricular services, health services, placement services, and help finding suitable living quarters near the student's chosen community college facility.

The student population of community colleges is often unlike the student population of traditional colleges or universities. A 1974 "Central Area Study" conducted in Nebraska points out many of these differences. This study focused upon the financial considerations in the educational and occupational choices of high school graduates within a seven-county Nebraska area in 1973.[1] One finding of this study is that of those high school graduates who were not enrolled in higher education programs, 48.6 per cent expect to complete post-secondary school in the future. Of those graduates who were working at the time of the study, 34.6 per cent stated that they would have gone to post-secondary schooling after high school graduation if the financial aid had been available; 62.2 per cent of that group would have enrolled in a community college or proprietary school. These figures indicate that Nebraska has many high school graduates who would like to continue their educational pursuits through community college programs but do not feel they have the financial aid required to continue their education.

Presently financial aid for community college students is, to a limited extent, available. The governmental financial aid trend appears to be leaning toward providing the financial aid directly to the student and allowing him to choose how he wishes to use that aid. There are, however, other programs which offer financial aid through the institution. The State Board is presently compiling information on how much federal and state aid is made available to students through the Technical Community College System.

[1] D.B. Schadt, "Financial Considerations in Educational and Occupational Choice," (Buffalo, Keanrey, Phelps, Adams, Hall, Howard, and Sherman Counties), 11-14-74.

Job placement and career counseling is also a very necessary service for community college students. Career opportunities and requirements change rapidly and students as well as instructional staff need to be kept informed of these trends. Interviews with potential employers is of critical importance. Many of these students are on their way to career goals which are higher than anyone with whom they are closely associated has achieved. The impact of this kind of career goal setting is strong upon these students, and they are often both afraid to dream too big and they are afraid to regress. An informed, understanding career counselor can provide guidance which these students cannot get anywhere else. Such guidance will help the student set realistic goals and will give the student something to measure his progress.

Co-curricular activities and services, such as organizational intramural, inter-college, recreational, and cultural opportunities also need to be provided for the student, regardless of ability or sex. These services have long been recognized as part of the higher education and the importance of these services to community college students continues to be important. For the student to gain the most from his educational experience, he or she should have the opportunity to participate in co-curricular activities.

Student health care is also a necessary service of the community college, even if the majority of the students commute to school. Often community college students are from disadvantaged homes and may not have the information or financial resources to optimally maintain their own health care services. The types of services which should be maintained by the community colleges include:

1. Health education;
2. Assistance for minor illness or injuries;
3. Assistance for medical emergencies after hours;
4. Assistance in referral to local and area health professionals; and
5. Counseling for health related problems.

The old adage that a healthy body is necessary for effective learning may contain more truth than we have acknowledged. For the population served by the community colleges, this service is most important.

For those students who come to a community college as full-time students away from home, residential facilities must be provided in one of two ways. Several campuses have sufficient dormitory space to handle their needs while several others which have inadequate dormitory space provide help to the student in locating suitable living quarters. Both of these services are needed on all campuses to varied degrees.

State Plan for Nebraska Technical Community Colleges

Part Two

March, 1975

PART II

Introduction

Rationale for Approach

The question, "why was this particular method or approach selected for developing the plan?" is appropriate to use as a focal point in describing the rationale applied to the process.

Product or process? These are the choices in emphasis that must be made when determining the method, format, and approach of any plan. The product approach tends to use technical expertise to develop a technically accurate document. In many cases this document becomes a shelf item that may or may not be related to the real operation of the system. In the design of the activities for the development of this plan the decision was made to place major emphasis on participation and acceptance of the plan by those affected. This seems congruent with democratic principles.

Process as an approach to planning was the model that was selected. This approach is based on the premise that people will have more commitment to carrying out a plan if they feel they had an integral role in the determination of that plan. This requires a seeking of agreement or consensus as to what should be included. Over a period of time this point of agreement will probably shift so it is important to keep the process open to new input and yet provide a structure for converting this input into productive action.

Another major benefit of the process approach to planning is the education that takes place as reviews are done and revisions are suggested. In order to make meaningful revisions the individual must analyze the situation, weigh the facts and make a decision based on his particular frame of reference. The set of activities related to the development of the plan for the State-wide System of Technical Community Colleges has required that persons from diverse points of view react and reach agreement or at least tolerance for a particular position.

At this point the results of the process become a product. It is necessary to temporarily "freeze the target in position" so that there is something stable to work toward. It is also realized that this stabilized target is actually moving and changing all the time.

Potential Use

Community college education is a dynamic concept rather than a static series of institutions. The planning process is designed to serve two major purposes. One purpose is to serve as a forum for planning or goal setting. The second purpose is for the resulting product to serve as a tool for the management of the State-wide System of Technical Community College Areas.

The plan establishes long range goals. The State Board and Area Boards establish policies that direct administrative support of activities that can lead toward the accomplishment of these goals. Short range plans are developed from the long range plans. The short range plans become the basis for budgeting justification.

At this point the plan becomes a mechanism for managing the direction and rate of movement of the activities of the Technical Community College System. Administrators are charged with the responsibility of managing toward this end.

It should be noted that an even more basic underlying purpose is to provide a platform upon which needed changes can be assessed and new directions set. At times this will no doubt include the reallocation of resources.

The following format was selected to display the information gathered and conclusions reached as a result of this board based involvement process. The key presented below identified origin of items presented in the state plan as well as the format of information presentation.

A. Goal as extracted from enabling legislation.

B. Intent statement explaining the meaning and purpose of the goal.

C. Major objectives result from the analysis of the goal. The goal was analyzed for the objectives. Priority objectives are the results of analyzing the major objectives.

D. Priority objectives are listed in general priority order as determined by the task force after they reviewed input and ratings from the areas and other involved parties.

E. Levels of governance are institution, area, and state. There is a priority rating by level of governance for each objective.

F. The priority rating (see Appendix G) is on a 10 high to 1 low rating scale. 10 means the objective should be completed this year, and 1 means the objective is not applicable at this time. The final rating was determined by averaging the scores submitted by all groups involved. The scores should be viewed as relative rather than absolute in nature.

G. Suggested implementation activities are proposed or exemplary activities that illustrate the types of actitivies that might reasonably be expected to bring about the achievement of the related objective. The activities are assigned by level of governance. These activities are not meant to be inclusive or exclusive of all actitivies that should or could be assigned to any given objective.

GOAL VI – Program Innovation

A

Goal. To encourage the development of innovative, creative and effective instructional methods.

B

Intent. The intent of this goal is to make it possible to research, investigate and test various instructional methods so that students have access to the most effective instructional methods known which can be supported by the available resources.

C

Major Objectives

A. Methods will be developed for identifying, testing and evaluating new methods of instruction which will be more effective for students.

D Priority Objectives	E Level	G Suggested Implementation Activities
1. Staff will maintain membership in "special area" organizations and review literature for new program needs and methods.	Campus (7.8)	
F	Area (7.8)	1.1 Staff will be active in special area organization with financial support when needed by the college. 1.2 Staff will be sensitive to job trends within their specialization. 1.3 Maintain professional library for staff members. 1.4 Provide released time for staff to work in special areas organizations. 1.5 Provide released time and financial support for staff to attend conventions and business and industrial training programs.
	State (7.8)	1.6 Provide information on job trends. 1.7 Provide information on workshops, and other activities that are available for staff in their area of specialization. 1.8 Provide workshops for staff in special areas.

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GOAL I – Availability of Educational Services

Goal. To establish a Statewide System of Technical Community College Areas in which over ninety (90) percent of the population in the State will be able to commute to a campus or to one of an attendance centers of a Technical Community College Area or have the Services available to them.

Intent. The intent of this goal is to deal with the availability of the educational opportunities to the citizens of Nebraska. Actual availability is demonstrated by participation of the citizens in the educational programs. Therefore demonstrated availability is composed of accessability and promotional involvement.

Major Objectives

A. Appropriate educational experiences will be accessable to 90% of the population in the Community College Area by 1980.

B. Local resources will be used to take educational opportunities to the population (aged 16 and over and **not currently enrolled** in a secondary institution) where it is not feasible for them to commute or be in residence. This should include not less than the equivalent of 2% of this population during any given year.

C. The community will be involved in the planning process to obtain the most effective participation.

Priority Objectives	Level	Suggested Implementation Activities
1. Within each sub-community a representative advisory group shall be appointed which will identify the needs of the sub-community.	Campus (8.0)	1.1 Establish program and community advisory groups where appropriate.
	Area (8.4)	1.2 Develop policies for the establishment and operation of program and advisory groups.
		1.3 Establish area advisory groups consistant with area policies.
	State (6.6)	1.4 Coordinate development of guidelines for establishment and operation of community and program advisory groups.
2. Each Community College Area may identify the number of sub-communities that exists within the area. The boundaries may consider the following: a. Existing Campuses b. Population density c. Availability of equipment d. Location of industry e. Availability of other Higher Education Institutions	Campus (7.8)	2.1 Provide resource staff and expertise to assist in identification of sub-communities.
	Area (8.2)	2.2 Coordinate the identification of subcommunities to be used as focal points in delivery of community service activities
		2.3 Monitor the delivery services to all subcommunities in the Area.
	State (6.2)	2.4 Provide Areas with social, economic and other data relevant to the identification of subcommunities.
3. Each Community College Area may assign staff members to the responsibility of coordinating the off-campus educational activities within the area. (The task force suggests that no one person be assigned more than 15 identified sub-communities of the area.)	Campus (7.8)	
	Area (8.2)	3.1 Release success stories of advisory groups and their activities with pictures and names.
	State (6.0)	3.2 Coordinate public relations effort through all mass media. 3.3 Aim stories at these audiences: parents, youth, business & industry community 3.4 Coordinate between area public relations people.

Priority Objectives	Level	Suggested Implementation Activities
4. Special and on-going modes of communication will be used to keep the sub-community and area fully informed of the planned and on-going education activities.	Campus (7.6)	
	Area (8.4)	4.1 Inventory current resources for communication. 4.2 Do user analysis of what media local people use, coverage and profile of user. 4.3 Select most effective media.
	State (4.6)	4.4 Sponsor a statewide Public Relations Directors meeting (only purpose of meeting). 4.5 Provide the services of a public relations consultant. 4.6 Coordinate development of a statewide media use plan based on concept of Technical Community Colleges.
5. Coordination will be provided to use local facilities and personnel resources to provide educational experiences.	Campus (7.4)	
	Area (8.6)	5.1 Inventory potential facilities in sub-community and identify use charges (schools municipal and industry facilities) 5.2 Establish working agreement with all desirable facilities.
	State (7.0)	
6. Instruction staff will be provided to work in appropriate local public and private facilities to provide educational experiences.	Campus (7.6)	
	Area (8.4)	6.1 Develop procedure for doing a talent search to identify a potential pool of instructional persons at that sub-community level. 6.2 Develop system of assignment. 6.3 Develop system of feedback on teacher effectiveness.
	State (6.6)	6.4 Establish information exchange system for conveying activity progress and successes. 6.5 Coordinate in-service activities on how to do area level activities.
7. Residential living facilities on or off campus will be identified for full time, long term students equivalent to *16 per 100 of any one year's 12th grade graduating class in the area. *This is based on the assumption that 40% of the high school graduating class could benefit from some type of two year or less program and that 40% of this number would be from a location where they could not commute to the program.	Campus (6.8)	
	Area (5.6)	7.1 Develop method of identifying local sources of housing for full time, long term students. 7.2 Explore possible use of existing public facilities not in full use. 7.3 Develop method of assessing need and justifying construction of residential facilities where appropriate.
	State (4.6)	7.4 Approach other systems about possible use of excess dorm facilities. 7.5 Provide method for exchange of information on problems related to this topic.

Priority Objectives	Level	Suggested Implementation Activities
8. Science based data shall be collected on proposed programs at the sub-community level. Local media should be utilized to promote the survey. Final implementation of programs will be based on actual community response.	Campus (6.8)	
	Area (7.4)	8.1 Develop system for collecting and analyzing information. 8.2 Develop policies for establishing needed enrollment in courses/programs in order to justify continued offering of programs.
	State (5.2)	8.3 Compare or monitor area activities legislative charge for "equal emphasis" on 3 types of service. 84. Establish liaison with Chamber of Commerce. 8.5 Participate with visitation teams of new industry. 8.6 Maintain contact (through Governor's office and Dept. of Economic Development) with development activities. 8.7 Assist in determining potential training requirements.
9. Residential facilities will be identified so that *5 per 1000 of the adult population, age 25 to 60, will participate in short term educational opportunities during any given year.	Campus (6.0)	
	Area (5.8)	9.1 Identify potential available facilities, public and commercial for use by short term students. 9.2 Identify program offerings and target groups that would best be served by this approach. 9.3 Develop agreements for use of facilities.
	State (5.0)	9.4 Open discussions with state institutions (state colleges) on this possibility. 9.5 Coordinate pilot projects to demonstrate potential of this type of arrangement.
10. Educational experiences will be accessable within 20 miles of 60% of the population in each area that is over 16 years old and not currently enrolled in a secondary institution.	Campus (6.0)	
	Area (5.8)	10.1 Evaluate where students come from and if commuting or in town residence maintain student profile on these characteristics. 10.2 Develop long range feasibility plan for attendance centers based on student interest. 10.3 Do research and collect data on variables that affect willingness to commute for classes.
	State (5.0)	10.4 Compare profiles. 10.5 Develop proposed guidelines as to how to develop attendance center feasibility. 10.6 Coordinate research on variable effecting willingness to commute.
11. Portable facilities and/or equipment will be provided where this will result in the most effective program	Campus (4.0)	
	Area (5.6)	11.1 One Community College Area to be selected as a pilot project to explore this method of delivery.
	State (4.8)	11.2 Make contact with other agencies about possible cooperation on this idea. 11.3 Coordinate a pilot project to determine effective methodology. 11.4 Contact industry on use of this methodology and determine proposed resources available. 11.5 Coordinate development of evaluation model and monitor evaluation of project.

*It is assumed that in most cases it is possible either for continuing education students to commute to the experience or to take the experience to students. However, in some cases it is more appropriate to take the students to a residential setting.

A7

GOAL II – Types of Educational Services

Goal. Each Technical Community College Area shall offer comprehensive educational, training and service programs that meet the needs of the communities and citizens of that particular Area and the State.

Intent. The intent of this goal is to identify the general types of programming that might be done by Community College Areas and to describe the approaches where the Area Colleges might be most successful in meeting educational needs. Implied intents deal with the issues of need identification and coordination of services with existing agencies to meet these needs. In addition, the objectives should be permissive, not restrictive in nature, so that they may evolve to meet the conditions of the local situation.

Major Objectives

A. Identify needs through research.

B. Design range of services to meet needs.

C. Develop methods for delivering services.

D. Cooperate with other agencies in coordinating delivery of services.

Priority Objectives	Level	Suggested Implementation Activities
1. Provide courses/programs that are developmental in nature and assist the participant to prepare for successful participation in either the transfer or immediate employment courses/programs.	Campus (9.4)	1.1 Survey or assess need for developmental services in current student population.
		1.2 Design and deliver developmental programs to student population.
	Area (8.6)	1.3 Identify target populations in area who may need developmental services, i.e., hard core employed.
	State (6.2)	1.4 Coordinate guidelines for identifying target populations and other related research. Provide exchange of information on progress of this type.
2. Provide technical, academic and general education courses/programs for credit which are primarily designed to prepare the participants for immediate employment. These may be certificate, diploma or associate degree programs.	Campus (9.6)	2.1 Define certificate, diploma and associate degrees.
		2.2 Relate or communicate to business community what the program consists of at all levels.
	Area (8.6)	2.3 Provide structure for coordination between similar programs and courses in both community colleges and other institutions of higher education in the area.
	State (5.0)	2.4 Coordinate and assist in establishment of relationships to enhance coordination of community college programs with other higher education in the state where appropriate.

Priority Objectives	Level	Suggested Implementation Activities
3. Develop working relationships with other agencies so that mutual consideration, communication and cooperation are observed when new programs are being considered and implemented.	Campus (8.3)	3.1 Establish contact with all appropriate agencies in that specific community.
	Area (8.8)	3.2 Coordinate development of new programs to meet needs. 3.3 Identify agencies in area who provide similar service and related activities. 3.4 Provide leadership in making and maintaining contacts with all such agencies. 3.5 Maintain current file of agencies and general activities provided by them in area. 3.6 Establish interlocking advisory group or board memberships where appropriate.
	State (9.2)	3.7 Collect state level information on education services being provided by other agencies. 3.8 Establish communication lines between agencies at state level. 3.9 Inform areas of state level contacts. 3.10 Have resources and contacts information available for area use. 3.11 Maintain inventory of agencies. 3.12 Provide listing of potential agencies to area.
4. Communicate to users both current and potentially available services.	Campus (8.2)	
	Area (8.7)	4.1 Provide summary of what the Technical Community College Area will be offering.
	State (7.0)	
5. Develop an evaluation system that will keep the service current with needs or stop the service if it is no longer needed.	Campus (7.8)	5.1 Monitor enrollment in programs/courses to determine trends and need for modification.
	Area (7.8)	5.2 Develop performance criteria to use with student follow-up system to evaluate program output.
	State (6.2)	5.3 Provide students information on job requirements. 5.4 Monitor job opportunity trends and communicate to students/staff at all levels.
6. Provide on-campus and off-campus services.	Campus (9.2)	
	Area (9.0)	6.1 Develop long range plans for delivery of services to area.
	State (5.0)	6.2 Bring special needs to attention of areas where it could be implemented. 6.3 Coordinate development of guidelines useful in delivery of services.

Priority Objectives	Level	Suggested Implementation Activities
7. Offer services for credit, non-credit Continuting Education Units (CEU).	Campus (9.0)	
	Area (9.0)	7.1 Provide sites for delivery of services of other agencies.
	State (5.4)	7.2 Sponsor statewide conferences on exchange of information and decisions on standards regarding these issues. 7.3 Establish formal dialog with program staff of other agencies. 7.4 Maintain liaison with other agencies who may be concerned with credit and CEU.
8. A method will be developed which will involve users of educational services in the identification of the specific services needed.	Campus (7.8)	8.1 Establish alumni groups. 8.2 Maintain curriculum advisory groups.
	Area 6.7)	8.3 Maintain citizens advisory group. 8.4 Maintain area governing board. 8.5 Inform public of point of contact if they desire specific services. 8.6 Establish a contact person within each high school in the area
	State (6.0)	
9. Provide technical, academic and general education courses/programs for credit that will transfer to institutions as part of an associate, baccalaureate or professional degree program.	Campus (9.4)	9.1 Evaluate courses for potential transfer. 9.2 Establish articulation programs with potential receiving institution.
	Area (8.4)	
	State (5.0)	9.3 Initiate and monitor articulation activities. 9.4 Do research on problems and results of transferring. 9.5 Anticipate need for transfer in various kinds of programs.
10. Provide variable time educational services for specific groups such as a business or industry who have a retraining and upgrading need in order to help the employees enhance their employment situation.	Campus (9.2)	10.1 Assign staff with primary responsibility for short term programs/courses.
	Area (8.4)	10.2 Identify needs and communicate to institution or appropriate staff.
	State (5.4)	10.3 As part of public relations let it be known that services are available. 10.4 Refer requests to areas. 10.5 If appropriate, host multi-area meetings on special requests. 10.6 In unique situations coordinate design and development of specific programs to be assigned to areas.
11. A system should be designed to identify and maintain a profile of the educational service needs of the persons in the Area/State. This includes persons seeking employment as well as business, industry and government who need educational services.	Campus (6.2)	
	Area (5.2)	11.1 Develop and maintain education need profile of population in the area.
	State (6.5)	11.2 Coordinate research efforts.

Priority Objectives	Level	Suggested Implementation Activities
12. Provide cultural or recreational education services that are needed and are not available in the community.	Campus (9.2)	12.1 Identify needs and implement.
	Area (8.2)	12.2 Identify needs and assign responsibility for implementing. 12.3 Advertise this as one of the services available. 12.4 Liaison with other agencies in community who may have capacity for similar activities.
	State (4.0)	12.5 Work with legislature on interpreting need and role of this form of educational activity. 12.6 Establish liaison with other agencies who have interest in these types of activities.
13. Provide student services and activities that will assist the student successfully participate in the educational experience or in community life as a student or as a citizen while not a student.	Campus (9.2)	13.1 Assign staff to adequately meet services needed by students. 13.2 Analyze student needs to determine actual requirements and priorities for student services.
	Area (8.0)	13.3 Coordinate student services activities throughout the area.
	State (4.2)	13.4 Interpret need for these services. 13.5 Provide student activities with high visibility. 13.6 Provide information on high opportunity fields of employment.
14. Avenues will be provided that permit community groups to propose new programs.	Campus	
	Area	14.1 Apprenticeship programs and other non credit community programs. 14.2 Conduct surveys and questionnaires with community, business industrial, and other special interest groups. 14.3 Establish a college speakers group to speak to community groups. 14.4 Alert board of governors to report possible program needs. 14.5 Establish adult counseling service in community. 14.6 Establish liaison with job service and employment agencies in Area.
	State	14.7 Providing areas information received on state level from areas and out of state. 14.8 Dissemination of program information among the areas. 14.9 Provide resource persons for consultant services in developing new programs.
15. Responsibility will be assigned at the area level for review of Department of Labor, U.S. Census and other publications to identify shifting or new needs.	Campus (6.5)	
	Area (7.3)	15.1 Coordinate areas efforts in program development. 15.2 Review all data available to assess job trends, etc. 15.3. Maintain contacts with community leaders to assess shifting or new job needs in the area. 15.4 Disseminate information to area board, administration and staff.
	State (7.5)	15.5 Provide information from state resources.

Priority Objectives	Level	Suggested Implementation Activities
16. Advisory Committees working with staff will propose new programs for consideration.	Campus (9.7)	
	Area (8.5)	16.1 Existing advisory committees suggest related programs. 16.2 Advisory committees seek advice and counsel from local industry or business. 16.3 Advisory committee will assist in development of needs analysis instrument and assist in identifying the business/industries to be surveyed. 16.4 Assist in identifying potential members for the Steering Committee for the proposed new program.
	State (8.3)	
17. Nationwide communication will be maintained through membership in AACJC.	Campus (7.8)	
	Area (7.8)	17.1 Provide membership and publications. 17.2 Attend workshops, national conferences and conventions.
	State (7.8)	
18. Nationwide communication will be maintained with accreditation agencies.	Campus	
	Area	18.2 Provide related publications for new programs. 18.3 Submit membership applications in appropriate agencies.
	State.	

GOAL III – Clientele Qualifications

Goal. To establish an open-door policy in each Technical Community College Area so that no student will be denied admission because of educational, cultural background, ability, or location of residence within the state.

Intent. The intent of this goal is to deal with the issue of who may participate in the programs. Programs are to be made available to all persons who can benefit from them. Where possible all persons who have an educational need are to be served by the Community College Areas. Final responsibility for assessing these needs rests with the local agency (Area).

Major Objectives

A. Any student upon request will be admitted on the basis of space available on a priority system if the administrative officers of the Community College deem that the student would be capable of progressing in the curricular offerings and would not create a disruptive atmosphere within the Community College.

B. Educational opportunities will be made available to all segments of the population in the community.

C. Comply with equal opportunity and civil rights laws.

Priority Objectives	Level	Suggested Implementation Activities
1. Programs will be implemented that allow a student to complete those portions of courses or programs that meet his specific needs and interests.	Campus (8.8)	1.1 Establish variable credit courses. 1.2 Establish approved withdrawal procedures. 1.3 Place policy statements in student handbook.
	Area (8.8)	1.4 Establish coordinated policy where appropriate and obtain board support.
	State (7.6)	
2. Procedures will be developed by which persons or groups with unobserved specialized educational needs may communicate these needs and receive services.	Campus (7.8)	2.1 Maintain linkages with human service agencies in community. 2.2 Maintain diagnostic centers on campus.
	Area (7.4)	2.3 Inform population of available services. 2.4 Assign responsibility for need assessment.
	State (7.0)	2.5 Liaison with state agencies 2.6 Coordinate statewide information to population. 2.7 Initiate specialized research.
3. Methods will be developed to communicate the availability of educational services to all segments of the population in the Community.	Campus (8.2)	3.1 Maintain linkages with human service agencies in community. 3.2 Supply input of services available. 3.3 Publish course schedule.
	Area (8.4)	3.4 Establish areawide communication distribution.
	State (7.2)	3.5 Annual publication of Technical Community College services available. 3.6 Distribute information through selected statewide publications. 3.7 Coordinate evaluation of available media.

Priority Objectives	Level	Suggested Implementation Activities
4. An admission testing program will be made available for identifying student interest and abilities for placement and counseling.	Campus (8.2)	4.1 Provide interpretation of test results to entering students who indicate interest and take tests.
	Area (7.4)	4.2 Determine appropriateness of tests used. 4.3 Develop profile of all students tested and apply to planning.
	State	4.4 Coordinate an effort to administer an interest inventory to all or interest high school juniors or seniors in state.
5. Developmental programs may be made available to assist specific students prepare for participation in the main stream of programs or for other reasons if there is no other source of funding or program support available for this particular group of persons.	Campus (8.0)	5.1 Identify need and design appropriate developmental learning programs.
	Area (7.0)	5.2 Provide sattelite attendance centers for this activity when appropriate.
	State (5.4)	5.3 Maintain liaison with state/federal funding agencies. Coordinate flow of information on successful techniques on this effort.
6. Needed educational programs will be implemented to assist persons with special needs to enter and successfully participate in the mainstream of programs and community life.	Campus (7.8)	6.1 Design appropriate programs. 6.2 Identify local students with special needs.
	Area (7.4)	6.3 Assess need in area. 6.4 Seek funding sources.
	State (7.0)	6.5 Maintain liaison with state/federal funding agencies. 6.6 Coordinate flow of information on successful techniques on this effort.
7. A program will be established to obtain and maintain a listing of target groups in the community and identify educational programs that are needed to assist them to fully participate in the life of the community.	Campus (7.8)	7.1 Assist area in determining need.
	Area	7.2 Coordinate collection and display of data on subgroups.
	(7.8)	7.3 Provide information to Institutions and Communities.
	State (6.6)	7.4 Identify state level sources of information and provide data to Areas.
8. Educational programs are encouraged to be designed so that students may enroll and begin studies of various times during the year with continued participation based on student performance.	Campus (6.0)	8.1 Identify techniques to deliver these services. 8.2 Design courses to respond to multiple enrollment periods.
	Area	8.3 Provide inservice support to assist institution staff in developing courses in this format.
	State (4.6)	8.4 Provide inservice support. 8.5 Coordinate exchange of information and tested courses.
9. A tuition schedule will be developed. Residency requirements will be defined.	Campus (5.0)	9.1 Apply tuition policy.
	Area (5.4)	9.2 Approve policy based on cost studies and other education related factors.
	State (6.4)	9.3 Provide exchange of information.

Priority Objectives	Level	Suggested Implementation Activities
10. Investigate reciprocity agreements where the area or state does not offer a program that is available in another state so Nebraska residents may attend the out-of-state program on an even exchange basis.	Campus (4.4)	10.1 Provide data on applications.
	Area (4.8)	10.2 Establish contact with other higher education systems in Area and in areas of states directly adjacent to Area.
	State (7.0)	10.3 Establish liaison with other higher education systems in Nebraska and surrounding states. 10.4 Establish contacts with other states and systems. 10.5 Establish liaison to determine across state line advertising of programs.
11. An enrollment priority system may, if appropriate, be established based on data of registration and residence with adjustments made by the local board. The priorities starting with first priority are Area resident, Nebraska resident and out-of-state resident.	Campus	11.1 Implement policy.
	Area	11.2 Establish policy.
	State.	

GOAL IV – Program Quality

Goal. To establish policies to develop high standards of excellence in all instructional programs and courses that are offered.

Intent. The intent of this goal is to establish means for insuring the quality of services offered by the Community Colleges. This is to be done both by monitoring input or processes and by measuring output or results.

Major Objectives

A. To establish a program whereby each Community College will obtain status of full accreditation by the North Central Association by 1979.

B. To establish performance based objectives for competency levels.

C. To hire qualified staff for instructional and administrative positions.

D. To develop a total comprehensive follow-up program to determine what students do following their educational experience in a Community College.

E. To develop a procedure for new program coordination.

Priority Objectives	Level	Suggested Implementation Activities
1. A follow-up system will be established to maintain contact with business, industry or professional groups to update programs and identify special education needs.	Campus (9.5)	1.1 Plan out year long, systematic program of contact with advisory group. 1.2 Advisory group to meet two times per year. Possible guidelines: hold one general annual meeting; use on call basis to hold second meeting; build in rotation system to insure new membership and input.
	Area (7.5)	
	State (7.0)	1.3 Coordinate establishment of broad guidelines on utilization of advisory groups. 1.5 Develop a recognition system of advisory group member contributions. 1.6 Coordinate development and utilization of industry wide data collection methods.
2. Broad successful occupational experience within the technical field is required for instructional staff.	Campus (9.5)	2.1 Select staff to match criteria.
	Area (9.5)	2.2 Select staff to match criteria.
	State (7.0)	2.3 Coordinate development of definition of terms – successful, broad, recent, and occupational experience.
3. Each Community Campus will obtain North Central Association full accreditation status by 1979.	Campus (8.3)	
	Area (8.0)	3.1 Develop one person to serve as a resource person to institutions, participating in accreditation procedure.
	State (6.0)	3.2 Provide rosters of persons in state who can provide technical assistance.

Priority Objectives	Level	Suggested Implementation Activities
4. Community advisory groups will assist in the formation, updating and retention of programs and courses.	Campus (8.8)	
	Area (8.5)	4.1 Define what is expected of community advisory groups. 4.2 Describe the makeup of this group as it applies to the local situation.
	State (8.5)	4.3 Provide information exchange on how others are using advisory groups.
5. A process will be developed to ascertain student response in terms of need for new offerings and reaction to current program/course.	Campus (8.0)	5.1 After student has job experience, obtain feedback as benefit of learning experience. 5.2 Consider having student do formal evaluation immediately after course or program completed.
	Area (7.8)	5.3 Maintain contact with all high schools in Technical Community College Areas.
	State (6.5)	
6. A follow-up system on non-returning credit students will be developed.	Campus (8.5)	6.1 Do long term follow-up of former students (1 year, 3 year, 5 year) to determine benefit derived from education.
	Area (5.2)	6.2 Ask for annual follow-up report by programs.
	State (6.8)	
7. A system will be developed to determine the transferability of credits to other institutions.	Campus (6.3)	
	Area (6.5)	7.1 Maintain a yearly summary of percent of credits accepted for transfer of those that were submitted for transfer by institution with data available by course for analysis by local institutions.
	State (7.3)	
8. A system will be developed to determine the quality and effect of community service programs.	Campus (6.3)	
	Area (7.5)	8.1 Describe objectives and methods/means that reflect success of this type of programming. 8.2 Develop position paper on assumed impact of community service programs and proposed methods of measuring this impact.
	State (6.0)	8.3 Do nationwide search on how community service programs are evaluated in other states. 8.4 Distribute information to Technical Community College Areas.

Priority Objectives	Level	Suggested Implementation Activities
9. A communication system will be developed with elementary and secondary schools in each area to determine future student interests, results of high school preparation for Community Colleges and coordination of curriculum.	Campus (6.8)	
	Area (8.0)	9.1 Assign prime staff responsibility for contact with high schools. 9.2 Annually sponsor Technical Community College/High School Staff Conferences of no more than 20 to 25 staff members in attendance at each meeting to review student performance in Technical Community Colleges, including all high schools in area.
	State (6.3)	9.3 Collect information as to how two year postsecondary schools in other states respond to this issue. 9.4 Coordinate planning and implementation of pilot activity of this type.
10. A process will be developed for researching new programs and development of performance goals that can be used for self monitoring of programs and periodic reviews.	Campus (8.8)	10.1 Orient staff to steps required to research a new program possibility.
	Area (8.5)	10.2 Identify staff member responsibility to provide technical assistance in researching new programs.
	State (8.0)	10.3 Coordinate this process and provide technical support and information.
11. Students will be encouraged to provide input as to the type, emphasis and duration of program which they desire.	Campus (6.8)	11.1 Develop methods of student evaluation of all programs or courses offered. 11.2 If student finds lack of success or interest, the institutions will help the student identify other options if they want to change programs.
	Area (6.5)	11.3 Monitor student transfer between programs and evaluate for reasons. 11.4 Monitor a profile of student participation in programs. 11.5 Maintain regular contact with high schools in area in order to anticipate student interest.
	State (5.3)	11.6 Provide exchange of information on courses and programs available to students.
12. Each Community College Campus will have completed and submitted **Self-Study Report** to NCA by 1977.	Campus (7.3)	12.1 Staff member assigned long term responsibility for coordinating and writing report.
	Area (7.0)	12.2 If appropriate, have consultant visit to help design self-study.
	State (5.0)	12.4 Monitor progress of the steps of the self-study.

Priority Objectives	Level	Suggested Implementation Activities
13. A pool of potential staff will be recruited and maintained.	Campus (5.3)	
	Area (5.5)	13.1 When offering part time programs use a broad range of instructors and evaluate in terms of potential full time instructing.
	State (4.0)	
14. Instructional programs will meet professional certification and licensing guidelines where applicable and beneficial to the students.	Campus (6.3)	14.1 Identify potential certification programs/standards for all programs offered.
	Area (6.0)	14.2 Monitor placement of students to identify program weakness that could be corrected by special certification process.
	State (5.8)	14.3 Coordinate development of guidelines as to use of special accreditation rather than only general accreditation.
15. A program of performance certification will be established for staff members.	Campus (7.0)	15.1 Establish goals of each program. 15.2 Provide local evaluation of staff performance.
	Area (5.5)	15.3 Coordinate implementation. 15.4 Provide input into design of the system.
	State (5.5)	15.5 Coordinate development of method of performance certification and recognition of staff members. 15.6 Provide state level recognition for performance of staff members.

GOAL V – Administrative Structures

Goal. To develop organizational structures and operational procedures that will involve faculty, administrators, board members, students, auxiliary personnel and community members in the formation of policies and institutional decisions affecting them.

Intent. The intent of this goal is to insure that (1) "Consumer" needs are met, (2) input from persons working within the System is considered when making decisions, (3) responsibility is assigned for decision making and (4) responsibility is assigned for sensitive followup and modification of decisions and the person assigned is held accountable for this responsibility.

Rationale Statements. Traditional educational administrative structures should not be used as the only basis for operation of Community Colleges. Exploration of new models is encouraged. Input should be obtained from experience in business, industry, government and education.

Because of the wide range of activities and dynamic characteristics of the Community Colleges, it is necessary for administrators to rely on input from a broad spectrum of community persons and other staff members. It is also apparent at the present time that enthusiastic support in implementation is more likely to be visable if this staff has had the opportunity to provide input into the policy formulation.

The two major considerations are the response time on decisions and assigned responsibility for carrying through on implementation. In the opinion of the task force group it appears that historically, education has been organized with major emphasis on staff type relationships as opposed to line-type relationships. The potential requirement for the Community College to change directions in relatively short periods of time supports the concept of using line-type relationships for implementation and operation of the programs to insure assignment of responsibility and follow through on decisions.

Major Objectives

A. To offer programs that are based on the needs of the community.

B. To develop and implement a system of participative management in the administration of the Statewide System of Community Colleges and the Areas/Institutions affiliated with this system.

Priority Objectives	Level	Suggested Implementation Activities
1. To inform community members of the educational opportunities that are available to them through the services of the Community College Area and Campuses.	Campus (9.3)	1.1 Coordinate information flow. 1.2 Assign local public relations responsibility to staff.
	Area (9.5)	1.3 Assign specific staff public relations responsibilities for Area. 1.4 Develop broad base approach for informing public.
	State (8.3)	1.5 Set up interchange of ideas of public relations people where appropriate. 1.6 Coordinate activities with Areas for pooling funds for joing special projects.
2. To collect user based evaluation of the results of the educational experience provided by the Community College.	Campus (8.8)	2.1 Determine what students do after leaving courses/programs. 2.2 Determine student satisfaction. 2.3 Determine employer satisfaction.
	Area (8.8)	2.4 Summarize data collected by institution. 2.5 Collect from Areas, summarize for use by Areas.
	State (8.0)	2.6 Summarize level of usage of program and potential new needs. 2.7 Coordinate development of new programs/curriculum where single Area need does not justify new programs.

Priority Objectives	Level	Suggested Implementation Activities
3. To identify the educational needs of the members of the community.	Campus (9.3)	3.1 Provide manpower and effort for evaluating educational needs for Community.
	Area (9.5)	3.2 Summarize data collected. 3.3 Coordinate data effort for total area.
	State (8.7)	3.4 Coordinate development of model(s) for determining community needs. 3.5 Provide technical resources where appropriate.
4. To develop Area Board policies and procedures deliniates between policy and administrative responsibilities.	Campus (8.3)	4.1 Assign staff committee to collect input for policy recommendations.
	Area (8.3)	4.2 Include area wide input in policy options. 4.3 Develop formal orientation for new board members.
	State (8.3)	4.4 Sponsor statewide or regional workshops on board/administrative policy setting and implementation.
5. Design, test and implement administrative structures capable of identifying and assigning responsibility for making and implementing decisions.	Campus Area State	
6. Develop job descriptions for each individual and group so that they are informed of their responsibility.	Campus (8.8)	6.1 Write descriptions and implement. 6.2 Each staff member periodically reviews job development of job descriptions.
	Area (8.3)	6.3 Coordinate 6.4 Complete job descriptions and maintain on file (follow EOC guidelines). 6.5 Monitor use of job descriptions. 6.6 Establish review and grevience procedure.
	State (8.0)	6.7 Coordinate staff development activities on these procedures as necessary. 6.8 Faciliate exchange of job descriptions for comparison purposes.
7. Develop policy and procedural statements so that each group is informed of the parameters within which they are to operate.	Campus (8.0)	7.1 Implement policies as established by Area Board.
	Area (7.8)	7.2 Develop local policies based on state policy parameters.
	State (7.8)	7.3 Make all policies affecting the Areas available to the Area administration to be included in Area policies.
8. Design and implement review and evaluation procedures to be used in monitoring and modifying policy and operational decisions.	Campus Area State	
9. Develop administrative communication channels to insure that the necessary data is received by persons who have been assigned the responsibility for making and implementing the decisions.	Campus (7.5)	9.1 Provide follow through or feed back on assigned responsibilities. 9.2 Establish multiple modes of communication.
	Area (7.5)	9.3 Establish area committee structure.
	State (7.5)	9.5 Decentralize decisions where possible and still achieve coordination.

Priority Objectives	Level	Suggested Implementation Activities
10. Develop methods for identifying results of decisions made and implemented by the person assigned this responsibility.	Campus (6.8)	10.1 Develop methods for administration to acknowledge and respond to feedback from implementation staff based on local priorities and resources available.
	Area (6.8)	
	State (6.8)	10.2 Coordinate development of evaluation models for use by Institutions/Areas.
11. Design administrative structures so that span of supervision is in agreement with performance based management.	Campus (6.8)	11.1 Evaluate formal and informal organizational structure for span of supervision.
	Area (7.3)	
	State (8.0)	
12. Design, test and implement council, committee and task force structures that effectively compile data, identify alternatives and provide recommendations for decision makers.	Campus (7.3)	12.1 Set priorities on data requested/needed based on policy requirements.
	Area (7.3)	12.2 Set priorities on data requested/needed on policy requirements.
	State (7.0)	12.3 Set priorities on data requested /needed based on policy requirements. 12.4 Provide for exchange of information on alternative group models being used effectiveness.
13. Enroll 100% of the Area Board Members and State Board as members of appropriate professional organizations.	Campus (6.3)	
	Area (7.0)	13.1 Evaluate potential benefit of membership in professional organization. 13.2 Provide information to board members on availability of membership.
	State (7.3)	13.3 Provide information on role of professional organizations for board members.

The preceeding statement describes a proposed model for participative management. It is not intended to preempt any previously negotiated agreements or to describe a position that must be maintained through negotiation unless locally determined by the legally designated parties.

Priority Objectives	Level	Suggested Implementation Activities
5. Published results of innovative methods will be made available statewide.	Campus (7.0)	
	Area (6.5)	5.1 Will provide state with information on innovative methods of instruction.
	State (6.8)	5.2 Will arrange to publish results of innovative methods implemented and evaluated in Nebraska Community Colleges.

GOAL VII – Budgeting and Fiscal Management

Goal. To establish guidelines for the operation of the Technical Community Colleges with respect to internal budgeting, accounting, auditing and financial management procedures.

Intent. The intent of this goal is to provide structures that enhance the accomplishment of the following items:

To provide sound fiscal procedures upon which Areas may build a plan to achieve a level of excellence in accomplishment of their designated goals.

To establish a uniform fiscal reporting system commensurate with the internal and external needs of both the Areas and the State Board to insure effective use of resources.

To provide Area involvement in the development of a Statewide Technical Community College Management Information System to achieve a coordinated effort on a statewide basis.

To develop a reporting system for supplying accurate fiscal information to those agencies communicating with the State Board Office concerning goals, services, needs, resource requirements, and output performance of Community College Areas of Nebraska.

Major Objectives

A. To establish program budgeting with uniform cost centers for the total system by time of the 1975-76 budget submission.

B. To establish uniform chart of accounts and common element data dictionary for the total statewide system.

C. To establish management information reporting system for the total system by 1975-76 budget submission.

Priority Objectives	Level	Suggested Implementation Activities
1. Form task force groups to work with each project.	Campus	1.1 Identify staff to review results of the task force group when appropriate. 1.2 Provide input as to impact and requirement of the particular project on campus operation.
	Area	1.3 Assign staff to work on task force group. 1.4 Take official position on desired direction and parameters of project. 1.5 NATCC Business Managers Council and other required members of other councils serve on statewide task forces as required.
	State	1.6 Coordinate identification of state level concerns from outside the Technical Community College System and resources available to support task force group. 1.7 Obtain input or guidelines required by other segments of state government.
2. Design review and approval of procedure	Campus	2.1 Provide selected staff to be on the review cycle as assigned by area.
	Area	2.2 NATCC Council of Presidents' review and submit to Area and State Boards. 2.3 Assume responsibility for completion of review on any specific task force project.
	State	2.4 Design sign off procedures. 2.5 Coordinate the review and sign off procedure.

Priority Objectives	Level	Suggested Implementation Activities
3. Develop implementation and monitoring policies and procedures	Campus	3.1 Implement project activities at campus level under direction of area.
	Area	3.2 Area Board review and approve policies for implementation in area. 3.3 Develop administrative procedures to implement all phases of project. 3.4 Develop consolidated reporting for area.
	State	3.5 State Board review and approve policies for implementation systemwide. 3.6 State Board staff identify data most relevant to state level.
4. Develop appeal and modification procedures	Campus	4.1 Channel all appeals to the area office.
	Area	4.2 Business Managers and other councils consult on deficiencies related to areas of their expertise and recommend possible future action. 4.3 Presidents' Council review and recommend responsibility assignment on issues brought to them.
	State	4.4 State staff identify deficiencies and design alternatives. 4.5 Collect and coordinate all appeal and modification procedures.

GOAL VIII – Facilities

Goal. To establish criteria and administrative procedures for all capital construction, including the establishment, installation and expansion of facilities within the various Technical Community College Areas.

Intent. The intent of this goal is to insure adequate facilities to meet the program requirements while avoiding unnecessary duplication* of facilities.

Major Objectives

A. Provide adequate facilities for Community College Programs.

B. Coordinate facility utilization to minimize duplication.

Priority Objectives	Level	Suggested Implementation Activities
1. New Facilities Request Coordination – A procedure will be developed for reviewing requests originating from the Area level. The procedure will consider requests based on the following constraints. a. Compatability of design for use by handicapped persons. b. Identified facility need. c. Geographic availability of facility of population Area. d. Coordination of facility with other community building needs. e. Long and short term use flexibility. f. Long term return on the investment. g. Compatibility with program needs.	Campus (9.8)	1.1 Evaluate impact of new program needs on long range facilities plan. 1.2 Develop long range facilities plan (5 years).
	Area (9.8)	1.3 Monitor planning. 1.4 Coordinate facilities planning for the area. 1.5 Conduct board reviews and approval of plan.
	State	1.6 Provide study team to assist in developing plan. Characteristics of the team might be as follows: Community College people. Lay people Heterogenous cross section Building experience (general) Program need experience
2. A procedure will be developed for identifying facilities requirements based on the following criteria: a. Projected population trends. b. Institution identify. c. Current and projected approved program requirements.	Campus (9.8)	2.1 Develop 1 and 5 year plan for anticipated programs.
	Area (8.5)	2.2 Coordinate area planning effort.
	State	2.3 Coordinate data collection and dessemination of relevant data to area.
	(6.3)	2.4 All sources will be considered.
3. A procedure will be developed for identifying the facilities utilization inventory which includes a) Desired level of utilization b) Actual current level of utilization	Campus (8.5)	3.1 Complete facilities space utilization inventory. 3.2 Serve as team members to visit other institutions to review their plan and facilities
	Area (9.0)	3.3 Compile data for Area.
	State (6.3)	3.4 Centralize collections of data. 3.5 Coordinate use of Area and Institution staff task force to develop procedure and criteria. 3.6 Disseminate information on a statewide/area basis. 3.7 Coordinate standardization of the brief reporting format.

*Providing an additional facility or program when those existing could be utilized with little additional cost or effort.

Priority Objectives	Level	Suggested Implementation Activities
4. A community based procedure will be developed for maintaining a current catalog describing public and private education, business and industrial facilities to support Community College program needs in the Area. This could be called a Facility Resource Indentification Plan.	Campus (7.6)	4.1 Support assigned community group effort in collecting level of information needed.
	Area (6.2)	4.2 Continuing Education staff provide leadership in identifying facilities. 4.3 Establish parameters of when facilities are available for use. 4.4 Work with other community groups in assigning responsibility for project and carrying it out.
	State (5.6)	4.5 Sponsor study team assist area collect data for report. 4.6 Define ground rules for statewide coordination.
5. A clearinghouse function will be established to develop linkages and coordination of use of community facilities for educational activities.	Campus (8.2)	5.1 Use clearinghouse to schedule local facilities for Community College activities.
	Area (7.0)	5.2 Maintain inventory of available facilities. 5.3 Develop liaisons with other agencies for development and maintenance of clearinghouse system.
	State (5.4)	5.4 Sponsor a study team for assisting on activity. 5.5 Provide money for printing and distribution.

GOAL IX – Professional Growth

Goal. To provide the environment so that each individual associated with the Technical Community College May achieve their professional goals consistant with the goals of the Technical College Area and with the State Goals.

Intent. The intent of this goal is to provide quality educational opportunities to students through development of currently available staff and board members. This is done through motivation brought about by providing the opportunity to strengthen or broaden the scope of their skills..

Major Objectives

A. Where possible, board members or staff members will be given assignments to enhance professional growth and development.

B. Develop procedures for recognizing board and staff member's achievement.

C. Work with board and staff members to assign job roles and responsibility so they may experience success and job satisfaction.

Priority Objectives	Level	Suggested Implementation Activities
1. In-service development opportunities may include but not be limited to the following. a. short term work experience b. visitation/ observations c. use of consultants or experts to work with staff members d. participate in additional schooling e. participate in a broad variety of job experiences f. full communication with all components of the Community College Statewide System g. membership by board members and staff in professional organizations.	Campus (7.0)	1.1 Inform board members of total activities. 1.2 Develop structure for pre-planning that involves board members. 1.3 Establish role/relationship between institution president and area board. 1.4 Each staff member consulting with his supervisor develop and present a personal plan for professional development.
	Area (7.2)	1.5 Conduct board members exchange program with other areas. 1.6 Conduct training session on budget analysis and fiscal control. 1.7 Conduct session on philosophical background on role of Community Colleges.
	State (7.0)	1.8 Coordinate development of board in-service program. 1.9 Develop program to inform staff members of community college concept. 1.10 Conduct all in-service activities for/with teachers on a comprehensive basis. 1.11 Disseminate information on effective models on staff development.
2. Staff will share in the development and review of their job descriptions and yearly objectives.	Campus (8.4)	2.1 Each staff draft his job description. 2.2 Review job description with supervisor and obtain approval.
	Area (8.6)	2.3 Coordinate activities to insure development of job description by staff member.
	State (6.2)	2.4 Provide in-service support on how to write job descriptions.
3. Actual job performance will be compared with job expectations to determine need for skill/knowledge/attitude development on the part of the staff member.	Campus (8.0)	3.1 Staff and supervisors jointly review performance. 3.2 Identify ways to more clearly meet expectations and prepare written plan.
	Area (7.0)	3.3 Ask for report on completion of process and review action taken. 3.4 Develop and publish personnel policies and procedures which assist the person maintain and/or improve his job performance.
	State (5.2)	3.5 Provide in-service support on how to carry out this activity.

Priority Objectives	Level	Suggested Implementation Activities
4. Administrative job descriptions and personnel policies will be designed so that staff members have opportunities for assuming additional specifically defined responsibilities upon mystery of current responsibilities.	Campus	4.1 Create organizational chart showing well defined responsibilities.
	(7.0)	4.2 Define faculty and staff involvement through committee/council structure.
	Area	4.3 Implement at area level where appropriate.
	(7.0)	4.4 Monitor implementation at institution.
	State	4.5 Present in-service to determine how to accomplish.
	(5.2)	4.6 Coordinate development of guidelines.
5. Identify resources to provide the needed services to the staff.	Campus	5.1 Establish resources within the budget for in-service goals and required activities.
	(7.0)	
	Area	5.2 Support budget request.
	(7.2)	5.3 Monitor in-service activities.
	State	5.4 Interpret budget request to funding agencies.
	(7.0)	5.5 Work with institution/area to develop most effective in-service plan for area.
6. Develop a system that identifies long and short range professional goals for each staff and board member and provide for periodic self assessment.	Campus	6.1 Inform staff of opportunities for growth.
	(7.6)	6.2 Set specific time for each staff to prepare or modify his plan.
		6.3 Provide support to staff in analyzing personal goals.
	Area	6.4 Inform staff of opportunities for growth.
	(7.6)	6.2 Set specific time for each staff to prepare or modify his plan.
		6.3 Provide support to staff in analyzing personal goals.
	Area	6.4 Initiate liaison with higher education groups for professional growth.
	(7.6)	
	State	6.5 Coordinate development of process guidelines for implementing the system.
	(4.6)	6.6 Monitor support provide to area/institution for higher education for professional development.
7. Develop staffing patterns and responsibilities so that staff members have the opportunity to identify and discuss their achievements with peers and other interested parties.	Campus	7.1 Conduct staff reports on evaluation of special projects or activities implemented.
	(6.6)	
	Area	7.2 Sponsor exchange of staff with similar responsibilities.
	(6.4)	7.3 Establish area structure for exchange of information.
	State	7.4 Sponsor state newsletter on programming activities.
		7.5 Sponsor statewide conferences with input from Nebraska Technical Community College practicing staff.
8. Identify, document and publish advancement procedures so that staff members are aware of the requirements for additional professional opportunities.	Campus	8.1 Inform staff members of policies and procedures.(6.2)
	Area	8.2 Area Board develop policies and procedures and formally adopt.
	(6.4)	
	State	8.3 Supply some examples and guidelines for boards to consider as models when appropriate.
	(6.0)	
9. Procedures will be developed for publically recognizing criterion based staff performance.	Campus	9.1 Apply criteria to local setting.
	Area	9.2 Implement criteria to staff in area.
	(6.2)	9.3 Coordinate areawide activities to insure equatible criterion and application of system.
	State	9.4 Coordinate development of criteria for use in evaluation of performance.
	(5.2)	9.5 Coordinate statewide recognition activities.
10. Where objective job performance criteria and evaluation methods are identified, staff will receive consideration for compensation on the basis of performance.	Campus	10.1 Develop set that the purpose for evaluation is to help staff improve instruction.
	(4.8)	10.2 Involve administrator, peer and student evaluation.
	Area	10.3 Coordinate to insure implementation.
	(4.6)	10.4 Report back on results.
	State	10.5 Coordinate committee to work on developing criteria.
	(3.2)	10.6 Work with funding agencies to support the effort.

GOAL X – Student Services

Goal. To provide comprehensive student service programs which aid in developing the total person and meet the needs of all students or prospective students in Technical Community College programs.

Intent. The intent of this goal is to meet the individual needs of each student through services provided which are developmental and outside the formal instruction program. Each student and prospective student should be given the opportunity to participate in an ate in an organized program of student life development for the purpose of productive leadership of self and community.

Priority Objectives	Level	Suggested Implementation Activities
1. To develop and maintain programs of financial aid so that no student will be denied an education because of his economic background.	Campus (10.0)	1.1 Establish and maintain a Financial Aids Office staffed with qualified personnel.
		1.2 Participate in state and federal student assistance programs.
		1.3 Provide Institutional Financial Aids Committee.
	Area (10.0)	1.4 Solicit and maintain private funds for Grant, Loan, and Scholarship programs.
	State (10.0)	1.5 Provide matching funds for Federal programs.
		1.6 Provide necessary funding for Institutional-Offered Scholarships (tuition remissions) and for the above.
2. To develop and maintain co-curricular activities, such as intramural, inter-collegiate, recreational, organizational and cultural, so that all students can have the opportunity to participate as their needs demand.	Campus (10.0)	2.1 Survey and evaluate student interest and needs.
		2.2 Organize and sponsor various co-curricular activities.
		2.3 Organize and maintain a student-faculty advisory committee.
		2.4 Assess a student activity fee for partial funding.
	Area (10.0)	2.5 Solicit community support in participation; example, facilities.
		2.6 Organize and maintain a citizens advisory group.
	State (8.0)	2.7 Provide adequate funds for co-curricular activities.
		2.8 Organize cooperative programs among institutions.
3. To develop and maintain job placement services.	Campus (10.0)	3.1 Provide adequate physical facilities.
		3.2 Provide trained, professional personnel and adequate support and clerical staff with primary responsibilities for job placement counseling.
	Area (10.0)	3.3 Establish and maintain a career development center containing current career information.
	Area	3.4 Establish procedures for employers to contact and interview students for prospective employment.
		3.5 Provide programs for area school personnel and students as well as community patrons to give career exploration information.
		3.6 Determine area needs.
	State (7.0)	3.7 Provide necessary funding.
		3.8 Provide statewide in-service training workshops and other means of professional development.
4. To develop and maintain follow-up program of persons participating in programs.	Campus (10.0)	4.1 To determine which, if any, of the sections of the Student Rights and Privacy Act (PL93-380) pertain to follow-up studies.
		4.2 To develop a follow-up questionnaire for each type of graduate (A.A.S., A.A., Diploma)
		4.3 To distribute and retrieve placement questionnaires to all candidates for A.A.S. degree and diplomas prior to graduation.
		4.4 To mail follow-up questionnaires to all recipients of the Associate of Applied Science degree and diplomas who have not returned the one distributed prior to graduation.
		4.5 To mail follow-up questionnaires to all recipients of the A.A. degree between October 1 and November 1 of each year.
		4.6 To prepare a follow-up report compatable with the guidelines of the Buckley amendment.
	Area (10.0)	4.7 To distribute the follow-up report.
	State (7.0)	4.8 Compile statewide follow-up survey.

Priority Objectives	Level	Suggested Implementation Activities
5. To develop and maintain a statewide system for maintenance of student records.	Campus (10.0)	5.1 Maintain a records office. 5.2 Staff office with professionally competent and efficient director and clerical staff. 5.3 Organize and institute procedures for collection, retention, and dissemination of student records.
	Area (9.0)	
	State (10.0)	5.4 Develop, through cooperation of institutional and state personnel, an adequate system of record maintenance. 5.5 Avail necessary funds for the establishment and efficient operation of records management.
6. To develop and maintain **health services counseling** so that each student is assured of information on health services and maintains adequate health.	Campus	6.1 To direct information regarding health services and health education to students and faculty through communication within institution.(10.0) 6.2 To provide adequate facilities and staff which will provide opportunity for counseling with students regarding health-related problems.
	Area (9.0)	(See 11.3)
	State (5.0)	6.3 Provide necessary funds for student health fees.
7. To develop and maintain financial aid **counseling** so that every student will be informed of financial aid opportunities available for him.	Campus (10.0)	7.1 Maintain current and accurate state and federal program information through means of professional meetings and organizations. 7.2 Provide current financial assistance information to prospective and current students through personal counseling.
	Area (8.5)	7.3 Provide financial aid information through Educational Planning Sessions and other requested presentations.
	State (5.0)	7.4 Provide necessary funding and physical facilities for qualified personnel to efficiently maintain the above.
8. To develop and maintain a personal and **career** counseling program with qualified counselors to equally meet the admissions, **career,** educational and personal counseling needs of students enrolled in all full time, part time, credit and non credit community college programs.	Campus (10.0)	8.1 Provide adequate facilities 8.2 Provide trained, professional personnel and adequate support and clerical staff with primary responsibilities in counseling. 8.3 Develop career centers. 8.4 Attend workshops and visit campuses with career centers. 8.5 Consider work background, course background of applicants.
	Area (8.0)	8.6 Provide programs for area high school personnel and students and community patrons to give career-educational planning information. 8.7 Determine area needs.
	State (10.0)	8.8 Provide necessary funding. 8.9 Provide in-service training workshops for professional development. 8.10 Initiate conferences for up-dating and training career counselors. 8.11 Encourage graduate schools and universities to provide training for career counselors.

Priority Objectives	Level	Suggested Implementation Activities
9. To identify or provide on-campus living facilities, where appropriate and no other alternative is available, for those students whose distance from the campus or whose educational goals need them.	Campus (6.3)	9.1 Provide professionally and/or adequately trained staff to maintain social and academic atmosphere. 9.2 Foster understanding of maintenance, growth, and limitations of the residence facilities. 9.3 Inform all staff members and administrators of facilities available. 9.4 Provide limited care for sickness within dormitory and available emergency methods. 9.5 Assist in forming student government for on-campus living. 9.6 Assign R.A.'s giving an intensive training program preceding the school term.
	Area (4.3)	9.7 Inform public of what is available to those living on-campus and to whom.
	State (4.3)	9.8 Contact individual should be well informed on living facilities and possible done through written and visual media.
10. To identify off-campus living facilities for those students whose distance from the campus or whose educational goals need them.	Campus (6.0)	10.1 Create and maintain housing list. 10.2 Use file system – pull card when rented and replaced when vacated.
	Area (3.7)	10.3 Advertise the need by radio, newspaper, telephone and through various civic organizations in the surrounding communities.
	State (3.0)	
11. To develop and maintain student **health services** so that each student is assured of adequate health care.	Campus (1.0)	11.1 Establish adequate facilities and hire qualified personnel and staff to maintain student health services. 11.2 Services for students should include: a. Dissemination of health education information. b. Assistance for minor illness and injury. c. Assistance for emergencies after hours. d. Assistance in referral to local and area health professionals. e. Counseling for health related problems.
	Area (3.0)	11.3 Maintain an advisory group from area health and facilities.
	State (4.0)	11.4 Development of a uniform student health insurance program at a reasonable rate making it accessible to more students. 11.5 Development of student health services in all community colleges.

STATEMENT OF GOALS FOR MASTER PLAN

July 1, 1974

Throughout all the statutes pertaining to the Technical Community College System, the major emphasis is on the needs of the students and how they can be best served. Implied in the statutes are other areas of concern that support this main effort. The administrative and instructional staffs are certainly one of these major concerns. The student can best be served when the administrative and instructional staffs of institutions can themselves feel some advancement toward professional goals.

I. To establish a statewide system in which over ninety (90) percent of the population in the state will be able to commute to the main campus or to one of the sattelite campuses of a Technical Community College.

II. To establish a system where each Technical Community College will offer a thoroughly comprehensive educational, training and community service program to meet the needs of both the communities and the students in courses of occupational, academic, and community services of an educational, cultural, and recreational nature either for credit or non credit.

III. To establish an open-door policy at each Technical Community College so that no student will be denied admission because of his location of residence, educational background or ability.

Sub Goals:

A. To establish the concept of open entry and open exit at each institution where program restriction will allow.
B. To establish definite efforts to increase minority participation in programs.
C. To establish definite efforts to increase retention of minority participation in programs.

IV. To establish policies to develop high standards of excellence in all instructional programs and courses that are offered.

Sub Goals:

A. To establish a program that each Technical Community College will obtain status of full accreditation by the North Central Association by 1977.
B. To establish a program that behavorial objectives of performance objectives will be established for levels of programs.

V. To develop organizational structures and operational procedures that will involve faculty, administrators, board members, students and the community in the formation of policies and operating decisions that will affect them.

VI. To encourage innovation in the development of new educational and training programs and in instructional methods.

VII. To establish minimum standards to govern the operation of the Technical Community Colleges in respect to internal budgeting, accounting, auditing, financial and management procedures.

Sub Goals:

A. To establish uniform chart of accounts for the total system.
B. To establish program budgeting with uniform cost centers for the total system by time of the 1974-75 budget submission.
C. To establish management information system for the total system by 1974-75 budget submission.

Sub Goals:

A. To tailor individual programs to meet individual needs.

VIII. To establish and administer criteria and procedures for all capitol construction, including the establishment, installation and expansion of facilities within the various Technical Community College Areas.

Sub Goal:

A. To establish criteria for the utilization of existing facilities both private and public within each area.

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IX. To provide the environment and the procedures so that each individual may obtain professional goals.

Sub Goal:

A. To provide support for the in-service training programs.

X. To provide comprehensive student service programs which aid in developing the total person and meet the needs of all students or prospective students in Technical Community College Programs.

WRITING AND REVIEW ACTIVITIES FOR DEVELOPING STATEWIDE SYSTEM OBJECTIVES AND PLAN

Appendix B

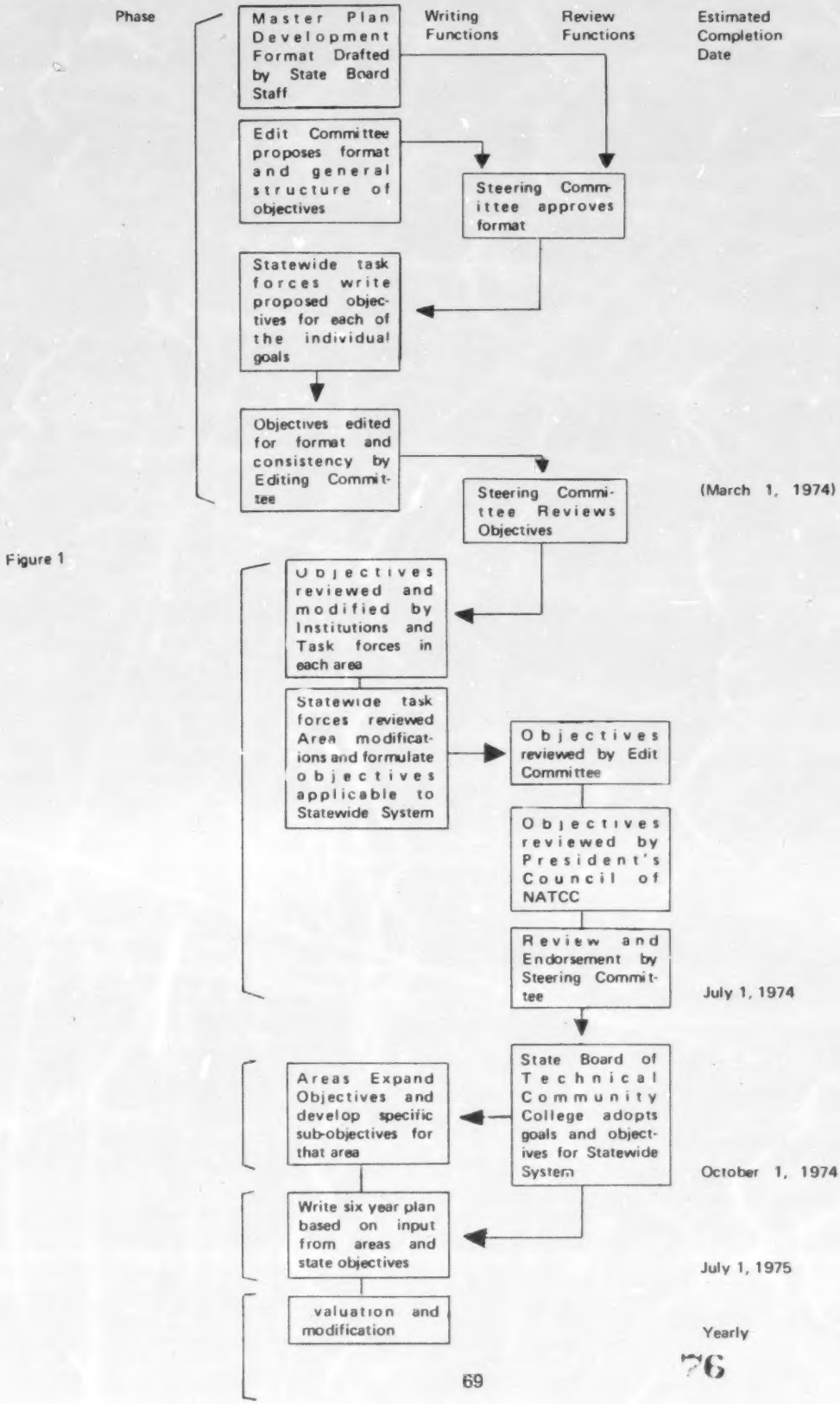
Phase
Writing Functions
Review Functions
Estimated Completion Date
Master Plan Development Format Drafted by State Board Staff
Edit Committee proposes format and general structure of objectives
Steering Committee approves format
Statewide task forces write proposed objectives for each of the individual goals
Objectives edited for format and consistency by Editing Committee
Steering Committee Reviews Objectives
(March 1, 1974)
Objectives reviewed and modified by Institutions and Task forces in each area
Statewide task forces reviewed Area modifications and formulate objectives applicable to Statewide System
Objectives reviewed by Edit Committee
Objectives reviewed by President's Council of NATCC
Review and Endorsement by Steering Committee
July 1, 1974
State Board of Technical Community College adopts goals and objectives for Statewide System
Areas Expand Objectives and develop specific sub-objectives for that area
October 1, 1974
Write six year plan based on input from areas and state objectives
July 1, 1975
valuation and modification
Yearly

Figure 1

Appendix C

Activity Assignments for the Development of Statewide Objectives

Group	Role/Objective
I. Steering Committee	1. Review Development Plan to insure that the procedure has high probability of obtaining the desired input information. 2. Review edited objectives to insure that they reflect the intent of the goals, the current legislation and the groups which the Steering Committee members represent. 3. Endorse Objectives as reviewed by President's Council of NATCC and interpret objectives to the groups which the individual Steering Committee members represent.
II. State Board Staff	1. Coordinate activities. 2. Orient task force members to activities and format. 3. Compile final documentation. 4. Develop overall plan for development of master plan.
III. Edit Committee	1. Formulate format and structure for individual objectives that is recognized by both laymen and professional planners. 2. Review objectives for content and format and edit where necessary.
IV. Statewide Task Force	1. Analyze the stated goal for terms to be defined and subjects which require specific objectives. 2. Collect data related to the goals. 3. Draft objectives to cover all aspects of the goal. 4. Review modifications proposed by the Area task forces and write or rewrite objectives that are compatible with proposed modifications.
V. Area Task Force	1. Review proposed objectives and either approve them or offer modifications that make the objective consistant with the experiences of that particular Technical Community College Area. 2. Expand state objectives to meet needs of local areas so that the staff can propose and implement activities which will meet these objectives.
VI. President's Council of NATCC	1. Review objectives to insure that they reflect the intent of the legislation and the realistic possibilities of the Statewide System of Technical Community Colleges.

Appendix D

Initial Steering Committee

Chairman – Dr. Chester Gausman, President, Central Nebraska Technical Community College
Senator Richard Marvel, Chairman, Appropriations Committee
Senator Jerome Warner, Chairman, Education Committee
Mr. Norman Otto, Representing the Governor
Mr. Thomas Andreas, Advisory Committee Member
Mrs. Dorothy Beavers, Chairman of the State Board of Technical Community Colleges
Mr. Arlo Wirth, Vice Chairman of the State Board of Technical Community Colleges

Current Steering Committee

Chairman – Dr. Chester Gausman, President, Central Nebraska Technical Community College
Senator Richard Marvel, Chairman, Appropriations Committee
Senator Jerome Warner, Chairman, Education Committee
Mr. Norman Otto, Representing the Governor
Mr. Thomas Andreas, Advisory Committee Member
Mr. Arlo Wirth, Chairman of the State Board of Technical Community Colleges
Mrs. Loretta Draper, Member of Executive Committee, Alternate Vice Chairman – State Board of Technical Community Colleges.

Appendix E

Initial Statewide Task Force Assignments
October 23, 1973

Goal I.

Task Force – 1	Southeast Area
Mr. Daniel Werkmeister	Advisory Committee
Mr. Pat Synder	Student
Mr. Robert Glenn	Administrator
Mrs. Belva DeJong	Faculty

Goal II.

Task Force – 2	Southeast Area
Mr. Wilmar Richardson	Advisory Committee
Mr. Larry Rigby	Student
Mrs. Ivan Simpson	Administrator
Mr. James Power	Faculty

Goal III.

Task Force – 3	Central Area
Mr. Warren Rood	Advisory Committee Member
Mr. Ralph Kissinger, Jr.	Board Member
Miss Lynne Dyer	Student
Mr. Dana Bailey	Student
Dr. Jerry Lee	Administrator
Dr. Michael E. Paradise	Administrator
Mrs. Ruth Anderson	Faculty Member
Mr. Dan Kinney	Faculty Member

Goal IV.

Task Force – 4	Southeast Area
Mr. Howard Mannschreck	Advisory Committee
Miss Barbara Dondlinger	Student
Mr. Gil Brauer	Administrator
Mr. Lloyd Keslar	Faculty

Goal V.

Task Force – 5	Northeast Area
Mrs. Grendeen Wiig	Advisory Committee
Mr. Cleon Roselius	Board Member
Mr. Dave Bennett	Student
Dr. Robert Cox	Administrator
Mr. William Buckendahl	Faculty

Goal VI.

Task Force – 6	Omaha–Eastern Area
Mr. Lloyd L. Feller	Advisory Committee
Mrs. Dorothy Beavers	Board Member
Mr. Wesley Turtscher	Board Member
Mr. Ken Ideus	Student
Mr. Donald Andrews	Administrator
Dr. Marm Harris	Administrator
Mr. Mel Mobley	Faculty Member

Goal VII.

Task Force – 7	Mid Plains Area
Mr. Mendell Hirschfeld	Advisory Committee
Mr. Eugene Ryan	Board Member
Mr. William Riley	Student
Mr. Jay Chipman	Student
Mr. Ken Aten	Administrator
Mr. James Ihrig	Administrator
Mr. Paul Winkler	Faculty
Mr. Roger Babcock	Faculty

Goal VIII.

Task Force – 8	Western Area
Mrs. Lydia Cahoy	Advisory Committee
Mr. E. Mickey Stewart	Board Member
Mr. Curtis Kath	Student
Mrs. Wayne Larson	Student
Dr. William Ptacek	Administrator
Mr. Merle Rudebusch	Administrator
Mr. Merlyn K. Davis	Faculty
Mr. James Bounds	Faculty

Goal IX.

Task Force – 9	Mid Plains Area
Mr. J. T. Harris, Jr.	Advisory Committee
Mr. Lester Harsh	Board Member
Mr. Scott Carpenter	Student
Mr. John Harms	Administrator
Mr. Jim Steward	Faculty

Additional Goals Suggested by Statewide Task Force Group Members

During the early portion of the Task Force Meetings, each member was asked to list three goals that he felt were most important for the Statewide System of Technical Community Colleges. These goals were then grouped and generalized. This was done from two different perspectives.

Grouping I

A. Flexibility of programs to meet local needs
B. Establish creditability
C. Quality education and instruction
D. Public relations – communication
E. Area coordination
F. Financial stability
G. Followup and evaluation system
H. Programs to meet job market
I. Availability of adequate facilities
J. Larger numbers of people enrolled

Grouping II

A. Provide occupational career education (26)
   1. Provide career exploration for students
   2. Provide career training opportunities
   3. Provide retraining and upgrading training opportunities
   4. Provide skilled manpower to meet the demand for labor

B. Communication
   1. Communicate role and available services to the public (16)
   2. Communicate within statewide system particularly to coordinate for efficiency of operation (9)
   3. Communicate role of TCC within the total higher education system (6)

C. Meet local needs
   1. Meet educational and service needs of the local people (24)
   2. Meet the needs of the area (11)
   3. Provide community services (6)

D. Be flexible to meet changing needs and situations

E. Financing
   1. Provide education at a reasonable cost (9)
   2. Establish stable financing (3)

F. Availability
   1. Serve at broad range and number of this includes transfer oriented students (12)
   2. Provide facilities to make services available and visible (7)

G. Provide quality programs (6)

Possible Questions for Reviewing Plan

These questions are to assist you review and modify the goals and objectives of the proposed statewide plan.

1. When you review the "Additional Suggested Goals" do you identify any additional goals that need to be included?

2. Does this objective fit us as we understand the mission statement and the goal in our situation?

3. If not, what adjustments need to be made to make it "fit"? (Make notes or changes on your copy of the objectives statement.)

4. What additional objectives might be considered for this goal?

5. *Place a priority on the objectives as they apply to your situation. Each objective should be assigned a priority based on how important it is that the statewide system of Technical Community Colleges accomplish that particular objective. The objectives may be given a priority assignment from 10 to 1 with 10 high and 1 low.

6. List the general activities needed to reach this objective and assign desired completion dates to each of the activities.

7. Identify the logical staff that might work on this objective.

*PRIORITY RATING SCALE

10. Very important and we should accomplish it this year.
9.
8.
7. Should try to do it next year.
6.
5. We should try to accomplish it within three years.
4.
3. Should include it in the 5-year plan if the resources are available.
2.
1. Objective not useful at this time.

*There are three columns on the left margin of the objectives. The labeling of the column is:

A. as the objective applies for our institution
B. as the objective applies for our area
C. as the objective applies to the Statewide System of Technical Community Colleges.

Initial Edit Committee

Chairman – Mr. Richard Bringleson, Administrator, Curriculum Services, State Board of Community Colleges.
Mr. Lee Rawhouser, Dean of Instruction, Northeast Community College
Mr. Joe Preusser, Dean of Instruction, Platte Community College
Dr. Robert Hunter, Dean of Instruction, Southeast Community College, Lincoln Campus
Dr. Robert Schleiger, Executive Director, State Board of Community Colleges

Current Edit Committee

Chairman – Mr. Richard Bringelson, Administrator, Curriculum Services, State Board of Community Colleges.
Mr. Lee Rawhouser, Dean of Instruction, Northeast Community College
Mr. Joe Preusser, Dean of Instruction, Platte Community College
Dr. Robert Klabenes, Campus Director, Southeast Community College, Milford Campus
Dr. Robert Schleiger, Executive Director, State Board of Community Colleges

LOG OF MEETING DATES AND LOCATIONS

Activity Number (See Append. B)	Description	Date	Location
3	Steering Committee	October 23, 1973	Lincoln
4	Steering Committee	December 11, 1973	Lincoln
5	Task Force I	January 7, 1974	Milford
	Task Force II	February 11, 1974	Lincoln
	Task Force III	January 15, 1974	Grand Island
	Task Force IV	January 9, 1974	Milford
	Task Force V	January 17, 1974	Norfolk
	Task Force VI	January 28, 1974	Omaha
	Task Force VII	January 23, 1974	North Platte
	Task Force VIII	January 21, 1974	Scottsbluff
	Task Force IX	January 22, 1974	McCook
6	Edit Committee	February 18, 1974	Columbus
7	Steering Committee	February 21, 1974	Lincoln
8	Board Presentations	March 12, 1974	Omaha
		March 14, 1974	Norfolk
		April 17, 1974	Scottsbluff
		April 22, 1974	Grand Island
		April 24, 1974	North Platte
	Meetings with area task force groups	April 16, 1974	Grand Island
		April 29, 1974	Lincoln
9	Task Force I	July 22, 1974	Lincoln
	Task Force II	September 23, 1974	Milford
	Task Force III	October 24, 1974	Grand Island
	Task Force IV	July 23, 1974	Milford
	Task Force V	October 25, 1974	Norfolk
	Task Force VI	November 20, 1974	Omaha
	Task Force VII	October 4, 1974	North Platte
	Task Force VIII	October 1, 1974	Scottsbluff
	Task Force IX	October 3, 1974	McCook
10	Edit Committee	December 5, 1974	Columbus
11	President's Council	December 16, 1974	Grand Island
12	Steering Committee	January 6, 1975	Lincoln

Appendix J

Participants

Activity Number	Date	Attended
3	October 23, 1973	Dr. Chester Gausman, Chairman, Steering Committee Senator Richard Marvel, Chairman, Appropriations Committee Mr. Norman Otto, Governor's Office Senator Jerome Warner, Chairman, Education Committee Mrs. Dorothy Beavers, Chairman, State Board Mr. Arlo Wirth, State Board Member Mr. Tom Andreas, Advisory Committee Member Dr. Robert C. Schleiger, State Staff Mr. Richard Bringelson, State Staff
4	December 11, 1973	Dr. Chester Gausman, Chairman, Steering Committee Senator Richard Marvel, Chairman, Appropriations Committee Mr. Norman Otto, Governor's Office Senator Jerome Warner, Chairman, Education Committee Mrs. Dorothy Beavers, Chairman, State Board Mr. Arlo Wirth, State Board Member Mr. Tom Andreas, Advisory Committee Member Dr. Robert C. Schleiger, State Staff Mr. Richard Bringelson, State Staff
5	January 7, 1974	Mr. Daniel Werkmeister, Advisory Committee Member Mr. Pat Snyder, Student Mr. Robert Glenn, Administrator
	February 11, 1974	Mr. Wallace Richardson, Advisory Committee Member Mr. Ivan Simpson, Administrator Mr. James Power, Faculty Dr. James Lightbody, Administrator
	January 15, 1974	Warren Rood, Advisory Committee Member Mr. Ralph Kissinger, Jr., Board Member Dr. Jerry Lee, Administrator Mrs. Ruth Anderson, Faculty Mr. Lavern Franzen, Administrator Mrs. Dorothy McCarthur, Faculty Miss Cheryl Berry, Student Mr. David Dobrovolny, Student
	January 9, 1974	Mr. Howard Mannschreck, Advisory Committee Member Miss Kathy Wirth, Student Mr. Gil Brauer, Administrator Mr. Lloyd Keslar, Faculty
	January 17, 1974	Mrs. Grendeen Wiig, Advisory Committee Member Mrs. Cleon Roselius, Board Member Dr. Robert Cox, Administrator Mr. Dave Bennett, Student Mr. William Buckendahl, Faculty
	January 28, 1974	Mr. Ken Ideus, Student Dr. Don Andrews, Administrator Dr. Marm Harris, Administator Mr. Mel Mobley, Faculty Member

5 (cont'd)	January 23, 1974	Mr. Roger Babcock, Faculty Mr. Paul Winkler, Faculty Mr. William Riley, Student Mr. James Ihrig, Administrator Mr. Jay Chipman, Student Mr. Mendell Hirschfeld, Advisory Committee Member
	January 21, 1974	Mrs. Lydia Cahoy, Advisory Committee Member Mr. Brit Bowen, Student Mr. Wayne Larson, Student Dr. William Ptacek, Administrator Mr. Merle Rudebusch, Administrator Mr. Merlyn K. Davis, Faculty Mr. James Bounds, Faculty
	January 22, 1974	Mr. J.T. Harris, Jr., Advisory Committee Member Mr. Lester Harsh, Board Member Mr. Scott Carpenter, Student Mr. John Harms, Administrator Mr. Jim Steward, Faculty
6	February 18, 1974	Mr. Lee Rawhouser, Dean of Instructional Services Mr. Joe Presusser, Dean of Instructional Services Dr. Robert Hunter, Dean of Instructional Services Dr. Jerry Lee, Campus President Dr. Robert Schleiger, Executive Director Mr. Richard Bringelson, Administrator, Cirriculum Services
7	February 21, 1974	Dr. Chester Gausman, Chairman, Steering Committee Mr. Norman Otto, Governor's Office Senator Jerome Warner, Chairman, Education Committee Mrs. Dorothy Beavers, Chairman, State Board Mr. Arlo Wirth, State Board Member Mr. Tom Andreas, Advisory Committee Member Dr. Robert C. Schleiger, State Staff Mr. Richard Bringelson, State Staff
8	March 12, 1974	Mr. Gordon Schempp, Area Board Member Mr. Don Johnson, Area Board Member Mr. Joe Krajicek, Area Board Member Mr. Harry Anderson, Jr., Area Board Member Mr. Ralph Den, Area Board Member Mr. Percy Slott, Area Board Member Mr. Phillip Larson, Area Board Member Mr. Clarence Nelson, Area Board Member Mr. Louis Sones, Area Board Member
	March 14, 1974	Mr. Bud Albers, Area Board Member Mr. Phil Knerl, Area Board Member Mr. Ron Aschoff, Area Board Member Mr. Allen Burkhardt, Area Board Member Mr. H.C. Larson, Area Board Member Mr. Don Pfeil, Area Board Member Mr. Ray Schreiner, Area Board Member Mr. Ben Thornton, Area Board Member Mr. John Watson, Area Board Member

8 (cont'd)	April 17, 1974	Mr. Thomas Brower, Area Board Member Mr. Max Hensley, Area Board Member Mr. Frank Kleager, Area Board Member Mr. Mickey Stewart, Area Board Member Mr. Douglas Gilbaugh, Area Board Member Dr. H. C. Q. Nelson, Area Board Member
	April 22, 1974	Mr. George Keller, Area Board Member Mr. Verne Moseman, Area Board Member Mr. Ralph Kissinger, Jr., Area Board Member Mr. Irvin Swartz, Area Board Member Mr. Jerry Jacupke, Area Board Member Mr. Chester Marshall, Area Board Member Mr. Jerry Norris, Area Board Member Mr. Ed Paulson, Area Board Member Mr. Kenneth Wortman, Area Board Member Mr. Kenneth Torczon, Area Board Member
	April 24, 1974	Mr. Darrell Peters, Area Board Member Mr. Charles Heider, Area Board Member Mr. Gordon Soyers, Area Board Member Mrs. Gwen McKenzie, Area Board Member Mr. Donald McGinley, Area Board Member Mr. Lester Harsh, Area Board Member Mr. Eugene Ryan, Area Board Member Mr. Wendell Wood, Area Board Member Mr. Max Hanson, Area Board Member
	April 16, 1974	Area Task Force Meeting
	April 29, 1974	Area Task Force Meeting
9	July 22, 1974	Mr. Daniel Werkmeister, Advisory Committee Member Mr. Allen Minderman, Student Mr. Robert Glenn, Administrator
	July 23, 1974	Mr. Howard Mannschreck, Advisory Committee Member Miss Kathy Wirth, Student Mr. Gil Brauer, Administrator Mrs. Ruth Anderson, Faculty Mr. Dan Kinney, Faculty Mr. Dana Bailey, Student
	September 23, 1974	Mr. Wallace Richardson, Advisory Committee Member Mr. Larry Rigby, Student Mr. Ivan Simpson, Administrator Mr. James Power, Faculty Dr. James Lightbody, Administrator
	October 24, 1974	Mr. Warren Rood, Advisory Committee Member Mr. Gene Jelken, Student Dr. Jerry Lee, Administrator Mr. Lavern Franzen, Administrator Mrs. Ruth Anderson, Faculty Mr. Dan Kinney, Faculty Mr. Dana Bailey, Student

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 9 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

9(cont'd)	October 25, 1974	Mrs. Grendeen Wiig, Advisory Committee Member Mr. Cleon Roselius, Board Member Mr. Dave Bennett, Student Dr. Robert Cox, Administrator Mr. William Buckendahl, Faculty Mr. Ray Tacey
	November 20, 1974	Mr. Gordon Schempp, Board Member Mrs. Ann Kaldahl, Board Member Dr. Rex Craig, Administrator Mr. Milan Dody, Administrator Dr. Darrell Vandermuelen, Administrator Dr. G. Thomas Halbrocks, Faculty Mrs. Paleri Mann, Administrator Mr. Kurt Conrad, Faculty Mr. Jeff Nisley, Student Ms. Marietta Hicks, Student
	October 4, 1974	Mr. Eugene Ryan, Student Mr. Jim Doyle, Administrator Mr. James Ihrig, Administator Mr. Paul Winkler, Faculty Mr. Roger Babcock, Faculty
	October 1, 1974	Mrs. Lydia Cahoy, Advisory Committee Member Mr. Albert York, Student Dr. William Ptacek, Administrator Dr. John Hawse, Administrator Mr. Merlyn K. Davis, Faculty Mr. James Bounds, Faculty Ms. Cheryl Fisher, Student
	October 3, 1974	Mr. Lester Harsh, Board Member Mr. John Harris, Administrator Mr. Jim Steward, Faculty Mr. Rich Bollerup, Student
10	December 5, 1974	Mr. Lee Rayhouser, Dean of Instruction Mr. Joe Preusser, Dean of Instruction Dr. Robert Klabenes, Campus Director Dr. Jerry Lee, Campus President Dr. Robert Schleiger, Executive Director Mr. Richard Bringelson, Administrator, Curriculum Services
11	December 16, 1974	Dr. Robert Eicher, Southeast Area President Dr. William Ptacek, Western Area President Dr. William Hasemeyer, Mid Plains Area President Dr. Marm Harris, Metropolitan Area President Dr. Robert Cox, Northeast Area President Dr. Chester Gausman, Central Area President
12	January 6, 1975	Mrs. Loretta Draper, State Board Member Dr. Chester Gausman, Chairman, Steering Committee Mr. Arlo Wirth, Chairman, State Board Senator Jerome Warner, Chairman, Education Committee Mr. Dave Wagaman, Representing Norman Otto – Gov. Office Mr. Bruce Beecher, Representing Senator Richard Marvel, Chairman, Appropriations Committee Dr. Robert C. Schleiger, State Staff Mr. Richard Bringelson, State Staff